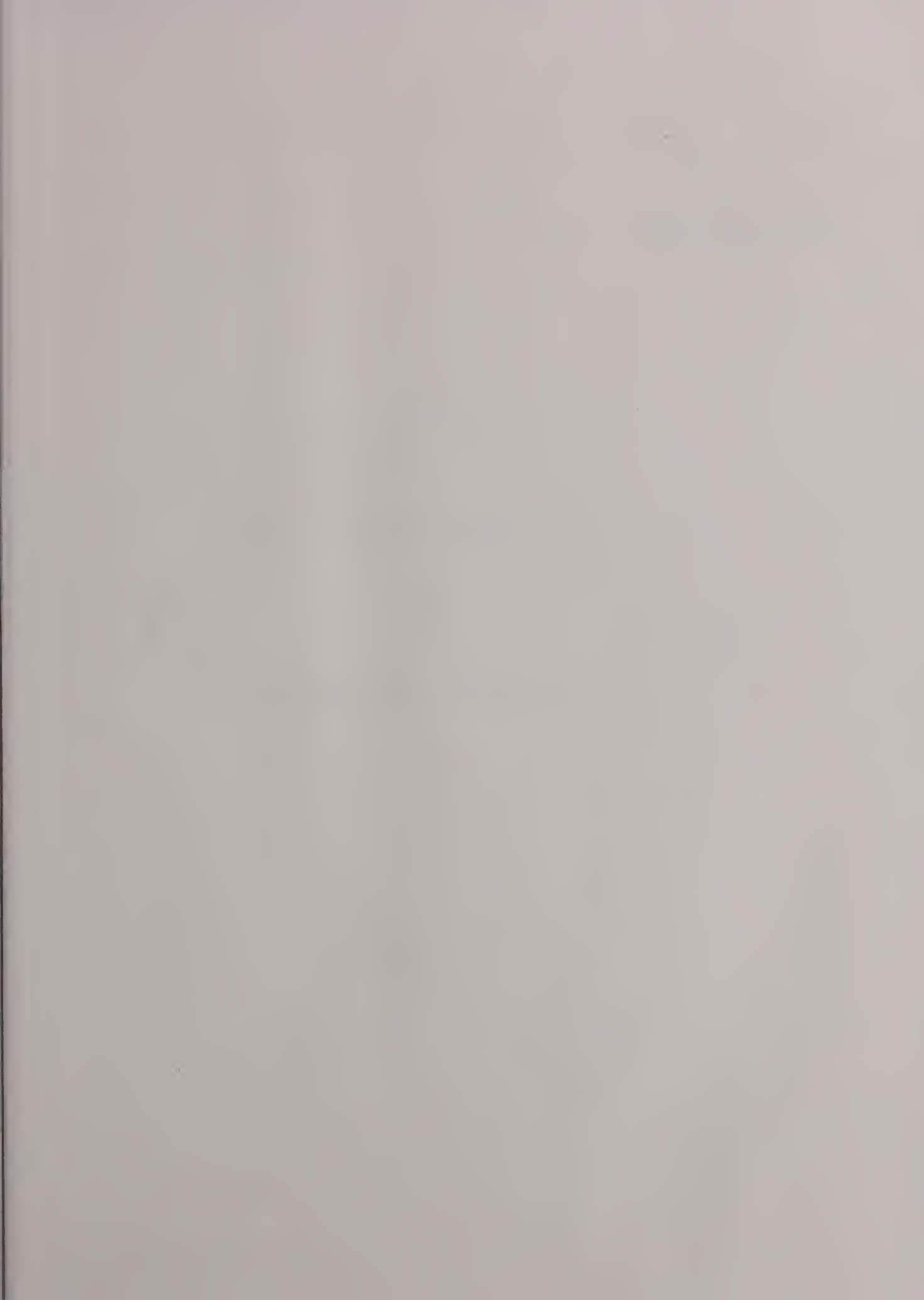




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1970 ANNUAL REPORT

TO THE

PRESIDENT AND BOARD OF TRUSTEES

MAY 1971

MONTCLAIR STATE COLLEGE
1970 ANNUAL REPORT
TO THE
PRESIDENT AND BOARD OF TRUSTEES
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February 1, 1970 to January 31, 1971

The position of Vice President for Instruction was created in June of 1969 and Dr. Samson McDowell was appointed to the position at that time and served until July 31, 1970, when Dr. Walter L. Heilbronner replaced him. As a result, the report for this office will be produced by the two incumbents.

A number of problems faced Montclair State College as it developed into a multi-school complex deriving from the old single purpose model which served so well for so many years. One of the greatest problems was not to reallocate the decision-making powers so that the nascent schools and many new departments would be drawn into a schema that would work educationally. The office of the VPI was therefore subjected to a barrage of questions each day, ten or more per day, from new chairmen (22 created in a short time), from other vice presidents, and from students, all facets in the complex operation. Since no deans had been hired as yet, there was no intermediate layer of administrators to fend off this need for instantaneous tradition-making over the telephone. In an attempt to produce an orderly construct the first VPI took the stance of a holding operation, with enough decision-making being done to ensure that by the time his successor arrived, there would be a viable corpus, but not one that had been so completely structured that his own ideas could not be introduced. The burden was gradually reduced as deans were appointed for all schools, except Professional Arts and Sciences.

For the first time in Montclair's history, the VPI was given a lump sum for educational budgetary purposes to be spread over the six schools in an equitable fashion. Since no model existed, and with 35 departments vying for funds within the six schools, a formula was developed and monies were allocated to each department for educational equipment, supplies, repairs, travel, reception and other categories after many meetings with officers of the school senates and the chairmen. This move was in line with the philosophy that the Vice President for Instruction should allocate funds for instruction without the involvement of the Business and Finance Division, except that the latter produced the overall budget and came up with the sums that could be awarded. This new accountability represented a new tack at the College and was a healthy trend which has continued to become more and more smooth in operation as experience adds to the model.

In the area of recruitment, the office of the VPI was very busy. Over a hundred faculty members had to be found, generally young and with a doctorate in hand or close thereto, to replace those leaving, retiring or to accommodate the increase in enrollment. A serious attempt was made to hire specialists but those with a humanistic tendency and a sense of humor that indicated they were in rapport with the world as it is. Several search committees were created and serviced through this office for new department chairmen, one each for Economics, Speech and Theater, and Communicative Disorders.

Concurrent with that level of recruitment, six deans were being sought nationally through student-faculty-administrative search committees. Job descriptions were distributed by this office. Over 400 applications were received, over 40 candidates visited the campus, and

five were chosen. All the clerical work involved in acknowledging receipt of vitae, the status of the search, and letters of announcement of the conclusion of the search were sent from the office of the VPI. Roughly a third of the effort in that spring was directed toward recruitment.

Curricular ferment was at a minimum in the undergraduate sector during this interval, due to the great interest and involvement of the student body in the creation of senates and other governing bodies for each school. Students and faculty were both very busy with these matters. At the graduate level, some 20 programs, either new or modified, were presented to the Board of Trustees for action. This represented the growing aspiration of the faculty to be pre-eminent in their academic areas to better serve Northern New Jersey.

One of the sensitive areas that required constant attention was that of settling the minority groups into the fabric of the College. The Urban Institute and Division of Community Services had produced large numbers of blacks and bilingual students with particular needs and often with different backgrounds. Many of the traditional patterns of curriculum had to be modified and alternative routes selected to bring these minority members into equivalence with the rest of the student body. This required a spirit of compromise on the part of many interests, and it would appear that by now a high degree of acceptance of all segments of the student body has been developed.

In summary, from February 1 through July 31, 1970 was indeed a period of excitement and change as the College tooled up for its new role in the '70's. The first Vice President for Instruction was guided by the desire to hand over a new and viable organization, and one that could continue to grow and succeed under his successor.

The new Vice President for Instruction, Dr. Walter L. Heilbronner, assumed the responsibilities of the office in August, 1970. The period before the beginning of the fall term allowed at least some familiarization with the organization and personnel of Montclair State College. One of the first important and immediate responsibilities faced was the selection of deans for the School of Applied Arts and Sciences (since renamed the School of Professional Arts and Sciences), and of the School of Mathematics and Science. The other deans' positions had been filled previously, with these two remaining open. During the interviewing process of a number of candidates who had been brought to Montclair, Dr. Houston Elam, a candidate for the dean of the School of Applied Arts and Sciences, was, in the view of the search committee and the Vice President for Instruction, the outstanding candidate, and was offered the position. The intervening period to the writing of this report has proven that the selection of Dr. Elam was a wise and important one for the progress of the College and of the School of Professional Arts and Sciences. After an extensive search for the deanship of the School of Mathematics and Science, Dr. Irwin H. Gawley was appointed to that position, one which he is filling most ably.

One of the most important and immediate concerns of the new vice president was to become fully acquainted with the deans of the six schools. Though all but two were from within the College, they were all in new roles and under a completely different structure. An informal Council of Deans was formed to meet once a week to develop working functions of what had become a complex organization. In addition, the Evening and Extension Division had to be more fully integrated into the regular instructional and administrative pattern of the College. Given differing personalities, varying backgrounds and perceptions of organizational behavior, as well as occasionally conflicting sets of goals not only for their schools but for the College as a whole, it was doubly important than an effective working relationship be developed as soon as possible. This was made urgent by the fact that the new organizational structure did not carry with it the previous governing and committee structure. Thus one of the issues of most immediate concern was to create a viable and constructive decision-making pattern without evolving into an autocratic or oligarchic pattern in a day of increasing faculty and student involvement. Although this important aspect of any complex organization has not and probably never will be completely resolved, progress has been made. Increasingly as the year continued, the deans evolved as important and vital leaders of their respective schools and of the academic functions of the College.

The first and most explosive issue faced by the Vice President for Instruction with the beginning of the academic year was the College Community Scholars Program. Because of its birth, though not conception, at a time of political and social turmoil on the campus, what should have been exclusively an educational decision became, unfortunately, encumbered with doctrinaire dogma of the political right and left and, as is common in such cases, human rationality and academic validity suffered. The program ultimately was recommended for approval by a committee composed of students and faculty, and chaired by the Vice President for Instruction. Its eventual approval by the President and the Board of Trustees was an important step in the direction of educational exploration at Montclair State College. As is true with most educational "experiments," it is too early to make definitive statements either on its effect or on its effectiveness.

A further function of this office has been and will continue to be the encouragement of interdisciplinary approaches to learning and exploration. A number of avenues have been explored and implemented not only by departments within a school but across school lines. As is usually true with human endeavors, here too, more can be done and will be done. It is thought to be important, however, that whatever may develop under the currently popular labels of innovation or experimentation, should be basically sound and adequately planned. Unhappily, what often goes as experimentation, is really not that at all, but rather a hit-and-miss use of students as educationally expendable guinea pigs. Thus we are attempting to stress design and development before implementation and its application to the student.

The development of the schools as discrete, viable, and responsible organizational entities continued and will continue to be one of the more challenging aspects of the ongoing development of the College as a whole. Within this need and desire there is inevitable conflict between the specific and, in a sense, narrower concept of mission of the individual departments and schools and the larger responsibilities and responsiveness of the College. Societal pressures, budgetary constraints, institutional rather than departmental priorities, all tend to produce conflict situations. Some of these have already arisen and have been resolved. Others will undoubtedly come about and may not be liable to easy resolution. With the increasing professionalization of the administrative structure and personnel, however, it is hoped that this essential area of decision-making which, after all, affects the essential academic pursuits of any institution of higher education, will become increasingly effective. Due to the continuing essential needs to define and refine personal and administrative and managerial relationships and efficiencies, this office has been frustrated in what should be its primary concern and mission of close concern with the constant academic evolution of the College. It is to be hoped that as the middle-level of the administration and the departments and their faculties find their roles in the College's structure and changed mission, the Vice President for Academic Affairs (the new title was accorded the office by administrative fiat in April, 1971) will indeed become that to an increasing degree and thus be able to work with the deans as the major academic officers to aid in making Montclair State College more fully responsive to its recognized activities as an educational institution. In this, the College must be responsive not only to the needs of today but also to those of tomorrow, while at the same time maintaining its essential links with the past of human evolution and culture.

MONTCLAIR STATE COLLEGE
SCHOOL OF EDUCATION
DEAN, SCHOOL OF EDUCATION
ANNUAL REPORT - FEBRUARY 1970 THROUGH JANUARY 1971

Organization of the School

The School of Education was established in February 1970, and an acting Dean was appointed. Prior to this time, the faculty of the School, under the leadership of resident planner Dr. Samuel Pratt, had established eight departments: (1) Curriculum and Instruction; (2) Educational Foundations and Comparative Studies; (3) Educational Leadership; (4) Educational Research and Evaluation; (5) Human Organizational Processes; (6) Personnel Services; (7) Special Instructional Areas; and (8) Technology in Education.

It is the opinion of the Dean of the School that there are too many departments in the School of Education. The faculty is currently considering the possibility of reorganizing the School into a lesser number of departments.

New Programs and Revisions

Undergraduate

The School of Education is responsible for 6 semester hours of the 15 semester hour professional sequence and shares the responsibility for student teaching with other departments of the College.

During the past year an All College Council for Teacher Education was formed. It is composed of faculty representatives from each teaching field and the School of Education as well as student members selected by the Student Government Association. This Council has developed criteria for admission to teacher education programs and student teaching. The development of these criteria was necessary to retain our accreditation by NCATE.

In the area of curriculum revision, a number of experimental sections of Ed 424, Teacher, School and Society, were established on a team teaching basis. These sections employed a variety of instructional techniques including large group instruction, small group instruction, and independent study. In addition, micro-teaching was introduced in several sections. Student feedback on these experimental sections was highly favorable.

In addition, several of the faculty have been conducting an extensive study of performance criteria and behavioral objectives in terms of teaching and are in the process of developing "learning packets or modules" to be used in conjunction with these criteria and objectives. Some of these materials or processes are being tested in several sections of Teacher, School and Society.

The development of performance criteria and behavioral objectives is receiving national attention. Several states have enacted or are about to enact legislation requiring certification and licensing to be based upon performance criteria. Currently, the State of New Jersey has sixteen task forces studying performance criteria for the various teaching fields. It is entirely possible that in the near future approval of college programs for teacher education will be based upon programs which involve performance criteria.

It is our belief that students in teacher education programs do not have enough pre-service experiences. Since this is not possible under existing programs in the College, it would be highly desirable to have the School of Education offer all of its 6 semester hours in a professional semester so that we would have some opportunity to involve teacher education students in performance criteria and behavioral objectives. This is currently being explored with the various departments of the College.

Graduate

During the academic year 1969-70 a number of new graduate programs and revisions of existing programs were submitted to the Graduate Council.

The Graduate Council approved the following new programs and/or revisions:

1. Revised M.A. program for Teacher Corps Interns
2. Revised M.A. program in Teaching (leading to Certification)
3. Revised M.A. in Educational Leadership (Administration and Supervision) and a sixth year sequence in this area
4. Revised M.A. in Personnel Services and a sixth year sequence in this area
5. M.A. program in Educational Research and Evaluation
6. M.A. program in Human Organizational Processes
7. Revised M.A. in Reading and a sixth year sequence in this area

Master's programs in Education (without Certification) and Educational Foundations were not approved by the Graduate Council.

During the summer 1970 the Administrative Committee of the College approved programs 1, 2, 3 and 4 above but returned programs 5, 6 and 7 for further study. We are still awaiting action by the Board of Trustees on programs 1, 2, 3 and 4.

We believe enrollments in graduate courses in Research, Human Organizational Processes, and Technology clearly indicate a demand for Master's Degree programs in these areas. In addition, there is a very heavy demand for a Master's Degree in Education for teachers who are already certified. Students who wish a degree in this area are forced to attend other institutions or obtain Master's Degrees in Educational Leadership or Personnel Services.

Enrollments

Evening Division and Graduate student semester hours increased by 22% over academic year 1969-70. Since we did not have enough faculty to cover this increase, it was necessary to employ a considerable number of adjunct professors. While this allows us to bring to the College individuals with considerable talent in special fields, it does present difficulties in maintaining overall high quality of instruction, especially since many are hired on a last minute basis when sections are "split." We try to anticipate this, but are not always successful. With so many adjunct or "part-time" staff, the advisement function, also, becomes difficult.

Special Projects and Workshops

The Department of Special Instructional Areas sponsored a reading conference on September 26, 1970, entitled Reading - The Unfinished Journey, which was exceedingly well attended by teachers in the State. Feedback was excellent. In addition, this department co-sponsored with AIDE a workshop on Learning Disabilities. This workshop was attended by over one hundred teachers from New Jersey, New York, Connecticut, and Delaware.

The Department of Technology in Education co-sponsored with the New Jersey Audio-Visual Council a workshop in educational media in April. Over two hundred teachers participated in this workshop.

At the request of the Ocean County Teachers Association, courses were offered in extension in Brick Township. This was a highly successful venture in terms of enrollment and income. In addition, we have received excellent feedback from the students. The Ocean County Teachers Association has asked that this extension service be offered on a permanent basis. This is a "fertile" area in that no State College, at present, is serving the area, and there are over 2,000 teachers in Ocean County. Most of the teachers are desirous of a Master's in Education which we do not offer. It is recommended that this service be expanded, that a Master's degree in Education be made available to the students, and that a staff member be assigned part time, at first, and then full time to run the "Center." It certainly has the potential to be a self-supporting venture. It is conceivable that a Center may be established in cooperation with Ocean County Community College. If not, arrangements can be made with several of the public school systems.

Grants

The School of Education was instrumental in "keeping alive" the concept of a research consortium among several of the State and private colleges. This resulted in our receiving a grant in the amount of \$9,886.00 from the U.S. Office of Education for the Consortium. Montclair State College is the contracting agency.

Urban Education

The School of Education has continued its efforts to provide special programs in urban teaching, within existing college policies, and to encourage capable students to teach in urban areas. Contacts have been made with Newark, Orange, and East Orange. However, no definite arrangements have been completed due to several factors, including teacher strikes and the availability of UFC interns. We shall continue our efforts in this area.

SCHOOL OF FINE AND PERFORMING ARTS

ANNUAL REPORT

February - January
1970 1971

The report is divided into four parts:

1. Office of the Dean
2. Department of Fine Arts
3. Department of Music
4. Department of Speech and Theater

The report also includes representations of the activity of each department. The Music Department has included a tape of two of its concerts - one a choral group, the other orchestral.

The Speech and Theater Department has included photographs of production activity.

The Fine Arts Department has included an example of photography by Charles Martens.

OFFICE OF THE DEAN

The School of Fine and Performing Arts was formed in the spring of 1970 and Dr. Samuel Pratt appointed as the first Dean, effective upon completion of other assignments. The office was located in the former recreation hut and opened in mid-August, 1970. Thus the emphasis has been upon organization of the School as an effective learning force and development of plans.

Organizational Tasks

The School was organized from the two existing departments of Fine Arts and Music and from a segment of the Speech Department, following a decision which placed Speech Pathology in the School of Social and Behavioral Sciences. These traditional units of academic structure were augmented by a Student-Faculty Senate, Student-Faculty Cabinet, eight standing student faculty committees, and a School Congress with membership of all faculty and students. Duties and responsibilities for each of these were developed and published, members elected or appointed, and the process of developing them into effective working groups begun. The first year with the new student-faculty structure has been encouraging.

Critical attention and considerable time was given during the year to the evolution of a relationship among schools and the relationship of a school to central College administration and the All College Committee structure. The year brought significant clarification and definition of these relationships.

A third organizational task was the beginning of patterned relations with relevant groups beyond this campus. During the planning phase, a policy was laid down to articulate the School with organizations such as professional associations, secondary schools, arts schools, museums, libraries, performing groups, art associations, and significant individuals. Some sound relationships have been developed but this task must be given greater attention in the coming years. Details are given in the departmental statements.

Program Development

The Senate meetings of May and September, as well as Cabinet and committee meetings, were devoted to identifying critical areas of School development. Some 24 development areas were identified and responsibilities assigned. Some advances were made in most areas. The more important are:

1. There was significant revision and augmentation of the curriculum in all three departments, graduate and undergraduate. Mass media, dance, multi-image media, and urban cultural development were innovative curricular developments. Greater scholarly depth was achieved by significantly augmenting the art history program.
2. Planning of a proposal for a school-wide BFA was advanced nearly to the submission stage.

3. General education proposals of the School stimulated appointment of an all-college review committee.
4. Inter-arts programing was approved as a policy and a committee formed to develop this much neglected area. The co-curricular program is developing along similar lines. Planning was completed for a student led inter-arts multi-media magazine. This program of inter-arts development is quite innovative. A 1967 study of campus arts programs found that the absolute separation of the arts on college campuses was one of the major problems in arts education.
5. The inter-arts planning, and school organization generally, has significantly increased inter-departmental communication. By mid-year it was clear that meetings were on more complex thought levels. It is in this area the College may most benefit from school development as it seems that inter-disciplinary programing can only emerge after many forms of cooperation among related disciplines that the school arrangement provides.
6. The policy of encouraging student led learning and individual creative expression was adopted. It has been structured in the new curriculum pattern in a variety of ways and a Student Creative Project Fund structure developed. The first student directed drama production was staged this year.
7. Improved articulation of the arts with other disciplines was most advanced through the art history introductions; sociology offered two courses related to the arts for the first time.
8. While not yet completed, considerable time was devoted to designing a community related project for which foundation funds will be sought. The program is tentatively titled "Center for the Arts in the Community." It was also decided to try to tie the State Symphony more closely to the community by creating a public volunteer staff and by seeking State Council on the Arts funds.
9. The faculty and students made headway in searching for ways the arts can contribute to the resolution of great public problems. The multi-image program, in part, involves a serious effort to democratize the arts and bring art objects of significant quality to all. The Urban Cultural Development program is, in part, a response to the major city and community rebuilding and new towns building task that faces the nation.
10. Goals planning and restudy of existing goals was a major aspect of the year and continues to be in this formative period. New goals under discussion included:
 - a. preparation of students who will take a creative part in shaping the environment
 - b. a major artistic experience for every student before graduation

- c. an extensive arts self-realization experience for all students before graduation
- d. development of communications capability through all media, visual and verbal as well as the traditional written form
- e. deep knowledge of the social role of the arts
- f. including arts education in the general process of assisting the student in developing his philosophy of life (ACE studies indicate two-thirds of freshmen enter college with this purpose in mind)

The reports for each department follows:

FINE ARTS DEPARTMENT

Program Description

Continuing and improved programs:

The Museum Practices course worked closely with the Whitney, Metropolitan, Modern, Newark and Montclair Museum as well as six other museums combined with the American Art History courses.

An experience in museum work and docentry was possible for several students at the Newark Museum.

A noted textile designer and teacher was brought in as an adjunct professor for the summer session.

Specialists were engaged to supplement class instruction in textiles and multi-image courses.

An attempt was made to improve the selection of interesting courses by advertising a field trip to Greece and offering January sessions of sculpture and printmaking concentrated in daily sessions. These will be increased considerably next year, with 15 different credited experiences offered by the department, including art trips to the American Southwest and Florence/Rome, a Workshop in Mural Painting, and another in Color Photography Processing.

Programs new this year:

The first courses were given in the new program of Multi-Image Media and a great response was found in the students. Television as an Art Form, Cinematography and The History of the Film as Art were all oversubscribed.

Proposed new programs for next year:

The first courses in the already approved Urban Cultural Development Program will be offered in the regular fall semester and the January session.

An externship program will give students the opportunity to work with

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Master Craftsmen in the series planned in cooperation with the American Crafts Council.

A Multi-Media magazine will be produced in the new Multi-Image Media addition.

The B.F.A. program for Fine Arts students, in the planning stage for three years, is nearly ready for submission. A high concentration in an area of choice will be possible, with an expected high standard of professionalism.

Non-class program:

A film program has been instituted free to all combined with the Film History course.

A non-credit drawing series has attracted a consistently good attendance for the last ten weeks. Classes are supervised by students under the direction of faculty.

Exhibitions were arranged in Harry L. Sprague Library of the following:

October, 1970	-	Mrs. Rosalyn Kane
November, 1970	-	Mr. Paul Keane
December, 1970	-	Miss Anne Chapman
January, 1971	-	Mr. Ken Kaplowitz, Sculpture
February, 1971	-	3 Ceramists
March, 1971	-	John Acorn, Sculpture
April, 1971	-	Graduate Exhibits
May 10, 1971	-	Senior Graphics

Additional exhibits of student work were set up in Life Hall Auditorium and the Fine Arts Building.

Two publications were started.

Cultural films such as the Civilization series have been co-sponsored with the Audio-Visual Department.

Inter-Arts activities within the School:

A committee has been formed to concretize the ideas for inter-disciplinary offerings and experiences with the School. In the past year, theatrical productions have included music and art work from the other departments.

Community Relations

Forty-six examples of community relations activities have been listed in a special report. These included lectures at women's clubs, exhibits at libraries, career day speeches, the visual exhibitions, workshops, performances, and film programs of the department are open to the public and are publicized.

THE UNIVERSITY OF CHICAGO

Student-Faculty Relations

Student-faculty relations have always been good in the Fine Arts Department, perhaps mostly because of the informal nature of the studio courses where a one-to-one dialogue is the norm. Plans have been made for seminars on common problems for next year and time has been provided in the fall and spring semester for the meeting of students and faculty.

Encouragement of intensive learning:

Semester hour credit is being made available for independent study and the curriculum has been loosened for art education majors to concentrate on areas of their choice. The January session will make it possible to do credited work every day on a specific project. Last January three studio offerings were tried with successful results.

Placement of Graduating Students

The poor situation in employment has shown the value of alternative preparations.

Faculty Activity

Five grants were given to members of the Fine Arts Department faculty (Martens, Chapman, Kyle, Kahn, Czerkowicz) to visit film-making centers, develop techniques of teaching color photography processes, make a film, and produce a series of prints.

Two faculty members had four one-man shows of painting in New Jersey galleries (deLeeuw, Cicero). A sculpture show attracted nationwide art attention (Sonfist). A faculty member was selected (one of four) to work at the Tamarind Printmaking Center (Chapman). A faculty member was a key speaker at the Buffalo meeting of a national art association (Kampf). One is a representative of the New Jersey Crafts Council (McCreath).

Present Critical Problems

Space should be increased both for the increase in students in classes and for the services offered. In a special report the department has projected the needs of the next two years as 35,456 square feet.

Financing - The Fine Arts Department needs for expansion will be in the areas of equipment, special project funds, fees for visiting celebrated artists, the purchase of works of art, and areas to show them.

Financial aid to student - The decrease in work scholarship and EOA funds has curtailed some of the art activities which should be expanded. No other way has been found to keep studios open and functioning over a large part of the week.

Graduate programs - The steady increase in numbers and quality of graduate activities cannot continue without financial support.

The students should continue to participate in the planning and selection of their programs.

The Fine Arts Department will need the full time services of one, and later two, technicians to care for and repair the mechanical and electronic devices which are becoming a vital part of arts programs. Projectors, cameras, video tape machines, electronically controlled lights and sound machines are part and parcel of rising art forms familiar to all today.

MUSIC DEPARTMENT

Program Description

Continuing and improved programs:

The instructional program of the Department of Music was improved in order to broaden and intensify learning in the fields of music education, performance, church music, music therapy, and composition/theory. The department advanced the planning of a program entitled "Music in Society." This will be a non-performance program without requirements in applied music or one-to-one teaching, but will be aimed rather at professional training for music, reviewers, managers, publishers and at audience development. The department further studied the need for a degree change to the recognized degree in this field, which is Bachelor of Music, Master of Music, or Bachelor of Fine Arts.

Non class programs:

Cultural opportunities for the whole campus were presented in concerts, classes, and recreational opportunities. The Music Organizations Commission brought such attractions as the Detroit Symphony, the New Jersey Symphony, solo performing artists, and, in part, sponsored a professional little symphony in residence known as the State Symphony Orchestra, Ward Moore, conductor. This contribution to the general student can hopefully be enlarged and moved in the direction also serving in the area of recreational music and adding such features as a Jazz Festival, student productions, opera, etc. All of the performing organizations of the department are open to the general student on the basis of his interests and abilities. (In addition, general courses are offered which include Introduction to Music; Influence of Afro-American Culture on Music; The Art of Jazz; a course in Opera; a course in Symphony; and a course in Music Literature.)

Inter-Arts Program

The best example of inter-arts production is the production of West Side Story, during last spring. This combined art of music, theater, scenic design and dancing, and was participated in by many of our students and by our orchestra, conducted by Mario Oneglia.

Community Relations

This year the band participated in three off-campus concerts in neighboring high schools. The orchestra, conducted by William Shadel, gave a



series of three concerts in the Wayne, New Jersey public schools. The choir under the direction of Dr. Dorothy Morse sang for the Montclair Urban Coalition, the Annual Banquet of the Montclair Chamber of Commerce, and for the New Jersey Music Teachers' annual meeting at Douglas College. A small group of Madrigal singers gave programs for the Montclair Women's Club and various other church groups. In addition, the choir traveled to several nearby high schools for assembly programs. Under the sponsorship of the State Federation of Music Clubs, the State Symphony gave a special concert last season to present one of the prize winners in their solo competition.

Many of our faculty participated in community activities. Dr. Mario Oneglia conducted the Montclair Operetta Club. Mr. William Shadel performed as solo clarinetist with the New Jersey Symphony. Phi Mu Alpha Sinfonia and SAI, which are professional musical fraternities, one for men and one for women, had special activities involving the community. For instance, the Sinfonia Stage Band performed at the Veterans Hospital in East Orange; the SAI Dixie Pixie group played for an all-eastern convention at the SAI fraternity. Dr. Lathom, the music therapy specialist on our faculty, participated in a Hoboken Project last summer, under the auspices of the State Arts Council. This included an instructional program in all kinds of music for the children of Hoboken, and a musical inventory of the Hoboken schools and the children in the schools. Dr. Jack Sacher conducted the Lutheran Choral of Ridgewood; Dr. Benjamin Wilkes served as tenor soloist for the Montclair Christian Science Church, and Dr. Oneglia served as Province Governor for OMA Sinfonia, a national professional music fraternity.

Many of our students served the community as soloist in church choirs, as church organists and as entertainers in restaurants and clubs.

Student-Faculty Relations

In addition to a Faculty Advisory Committee to the chairman of the department, there is a Student Advisory Committee. This committee advised the chairman of the department in such matters as employment, faculty retention, faculty on tenure, promotion, and other matters of importance to the department. The student-faculty relationship in the department was very close due to the close relationship between major teachers and their individual students. Our faculty and students participated in the school-wide Senate and the committee structure of that organization.

Student Placement

The Music Department has experienced in recent years, no difficulty in the placing of students. However, it has been noted that prior to the expansion of the curriculum, four years ago, most placements in teaching were on the elementary level. Since the curriculum has been broadened and expanded, there have been many placements on the secondary level and some placements at the college level. Currently, a graduate is serving as head of a piano department at the University of Wyoming; this same student was formerly a member of the piano department at Yale University. Recently,

a graduate became a member of the music department at Monmouth College, and two of our graduates are serving on our own faculty.

Faculty Activities

A representative of the department attended the National Association of Schools of Music meeting in New Orleans this year. Dr. Lathom attended the National Conference of the Music Therapy Association, also, in New Orleans. Dr. Jack Sacher has recently completed "The Art of Sound" an introduction to music published by Prentice-Hall, Inc., of Englewood Cliffs, New Jersey. This has had many adoptions in the leading colleges and universities of the United States for music appreciation like courses, usually called Introduction to Music. There have been a series of faculty recitals this year. Professors Wilt, Marshall, Present, Bate, Mrs. Priesing and Mrs. Burton have all appeared as soloists with the State Symphony Orchestra. In addition to this, original compositions by James Marshall and Thomas Wilt were performed by the State Symphony Orchestra.

Present Critical Problems

Our present critical problem is that of space. We are in need of at least 10,000 square feet of additional teaching space in order to adequately service the present enrollment. Our building was built for 135 students; is now serving 190 full time undergraduate students, and approximately 75 graduate students. The development of a broad and useful curriculum for the students is also restricted by the rigidity of the college requirements in general education. There is presently a study committee and it is hoped that general education may be broadened and made a more useful and meaningful program for all students in the field of art. The centralized scheduling of buildings is an increasing problem and cannot be solved without decentralizing the scheduling process. It is almost impossible, or at least very difficult, to schedule the over fifty senior recitals around the other events that occur on our campus. At least the building in which these activities go on should be scheduled in the music office.

Student Interests

The largest number of our students are still interested in teaching music as a profession. However, there is a significant number, perhaps 20, who are pursuing music therapy; five or six who are pursuing performance; and a lesser number who are concentrating in composition and theory. One of the new innovations has been the introduction of saxophone and classic guitar as a primary instrument. These programs will develop as our program becomes more diversified.

In addition to this written report, there is included a cassette tape which demonstrates the professional competence of our Concert Band, Symphony Orchestra, and the Montclair State College Choir.

SPEECH AND THEATER DEPARTMENT

Program Description

Continuing and approved:

During the period February 1970 - February 1971, the graduate program in Speech and Theater underwent substantial revision. It is noted that emphasis in the new curriculum was placed upon course flexibility designed to fit individual student needs. For example, three courses offering internships in dramatic productions, oral communication and mass communication, were introduced for the first time. Moreover, a variety of new seminars and special problems courses were initiated.

Perhaps the most extensive additions to the graduate curriculum came in the area of mass communications - particularly radio and television. It was felt by the graduate curriculum committee, as well as most of the staff and students, this area will offer particular challenge, not only to the student interested in television production, per se, but to theater and oral communication students as well.

New programs:

This year, while no distinctly new programs were initiated, several borderline projects should be noted during this academic year. Because of the extensive revision of the graduate curriculum, it is felt that in many ways, the program is in effect a new one.

An embryonic but nevertheless significant program in Dance began during this period with the addition of Miss Lois Andreason, and on a half-time basis, Miss Carol Ritter. Courses in dance, stage movement and related non-verbal media were offered, and are being continued on into the remaining period of this academic year.

Programs proposed for next year:

Perhaps one of the most timely and exciting new programs ever to be offered at Montclair State College was proposed during this period. Bachelor of Fine Arts degree proposals, while not formally submitted to the Vice President for Academic Affairs or the President, had their genesis in departmental meetings, student meetings and curriculum committee meetings during the period of this report.

The program as it is being developed, places emphasis upon flexibility and inter-arts requirements which give structured foundation material, yet provides exciting professional activities unlimited by the campus and the classroom.

Non-Class Arts Programing

A great many innovations, not only in non-class, but in campus arts programing were initiated during this period. The following projects and programs are felt to deserve special notation in this category:

London technical theater project:

Over the Christmas holidays and into early January, Professor MacConnell escorted approximately 20 students to England for an independent study and research project in the technical aspects of the British Theater. It should be emphasized that this was not simply a theater "tour" but drew from the students critical praise for its rigorous pre-trip research requirements, as well as post-trip seminars and research reports which were expected of each student.

While the Players' productions have been continuing for many years, it is inevitable that they be again cited in this portion of the annual report for their imagination, creativity, and technical excellence. Due to their critical acclaim, special mention is made of Professor MacConnell's production of West Side Story, Professor McElroy's production of Camino Real, and Professor Rockwood's production of I Can't Hear You When the Water is Running.

During this period, frequency modulation broadcasting began from the MSC campus, from their studios in the basement of College Hall. Considerable student innovation and creativity is manifested in these studios since extensive funds were not provided for their development. Professor Moll acted exclusively as faculty advisor to this group.

A production of Boys in the Band with an all-student cast and production staff was directed by an undergraduate student, Miss Midge Guerrera, and was received very favorably, not only by the student population at MSC but by many adults from the surrounding area. Moreover, the project was self supporting. The most important fact to be remembered, however, is that it provided a significant and varied learning experience for Miss Guerrera and others involved in the project.

Community Relations Activities

During the 1970 season, the Summer Theater Workshop offered two full length productions - Street Scene and Tiger at the Gates. These productions not only toured to Glenwood Elementary School in Montclair, but included 15 Inner-City high school students from Newark, who were given an opportunity to participate in this program through a Title I grant by the Department of Health, Education and Welfare. All 15 students remained with the program throughout its summer tenure. The initiator and director of this program was Professor McElroy, assisted by Professor MacConnell and Professor Sobolik. Though the Inner-City youth participation tends to be the highlight of this project, it should also be noted that 47 other area high school students fully participated in this program.

Professor Moll provided oral communications consultation and training for the Eastern Standard Oil Company Research Laboratories - New Jersey, together with two other labor organizations.

Professor Moll also conducted discussion programs relating to controversial campus topics for the Montclair Women's Club, the Four Hundred. In addition, he helped to develop debate programs in two area township high schools.

Professor Sobolik initiated and developed a workshop in costuming for the Ladies Club of Montclair. Professor MacConnell serves as a consultant to the Morristown, New Jersey high school for technical theater development.

Special Efforts Towards Faculty-Student Relations

As in the past, student opinion and active participation has been solicited at all levels of the department. Both undergraduate and graduate students served on the curriculum committee which redesigned the graduate curriculum. In fact, several of the new courses were conceived and defined by students. Both the Chairman of the Department of Speech and Theater and the Dean of the School of Fine and Performing Arts have regularly scheduled meetings with students in order to effect as much open communication as possible. The Chairman of the Department of Speech and Theater meets each week for at least one hour with representatives of the Freshman, Sophomore, Junior and Senior class to discuss current problems or questions. In short, every effort is made not only to make the student feel a part of the decision making process within the department, but to elevate him to the commensurate responsibility which such involvement requires.

Immediate and Long Term Goals of the Department

Immediate goals:

Primary emphasis should be placed on the development of mass communication courses and programs. Extensive initial recruitment of new faculty members in this area began during the period of this report.

Long term functions and goals:

While these are very dependent upon the aforementioned short term goals, the department hopes to accomplish at least four things as it approaches the 1980's.

- a. to make the theater program broader, especially in such areas as community theater and theater management
- b. to fully develop a multi-media arm of the department, including extensive color production facilities in television and film
- c. to add a division of oral communication research, with faculty and staff approaching the human communication potential from a behavioral standpoint, not simply a descriptive standpoint
- d. to shelter and nurture an embryonic dance program into a full department within the School of Fine and Performing Arts

Inter-Arts Activities

Professor MacConnell's production of West Side Story was virtually unique in the history of Montclair State College, in that it was one of the finest joint productions ever undertaken with the Music Department.

Intensive Individual Learning Experience

Stress was placed on developing a program of intensive curricular and extra-curricular learning experiences. The following are simply representative of this important learning development:

- a. a student Independent Creative Project Fund was initiated by Miss Midge Guerrera and others who were involved with the production of Boys in the Band, in cooperation with the Dean of the School of Fine and Performing Arts. This fund will be used to support student creative projects throughout the School
- b. the department has established a very liberal procedure for use of such courses as 21-499 (Independent Study), so that not only individual students but ensemble groups of students may use this course as a vehicle for creative research

Student Placement

The Department of Speech and Theater graduated 14 students during its first year as a separate department. Two were placed in teaching positions at the secondary level, and the others accepted positions in speech therapy, or continued their studies on the graduate level.

Present Critical Problems

The most critical problem for this department during the reporting period was a financial one. Not only were funds difficult to find for new staff and old, but funds which were available through the SGA were often pigeon-holed in such places where funds were not necessarily needed.

The second major problem facing this department is its dependence upon the whims of the SGA for funds to present its extremely important non-curricular theater productions. This problem is extremely severe because it subjugates the professional theater staff to the whims of undergraduate students. It is not even a coordinated effort.

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SCHOOL OF HUMANITIES

The single most startling factor in the life of the School of Humanities from February 1, 1970 through January 31, 1971 is simply its assumption of identity as an academic organism in its own right. This manifested itself in the organization of a Humanities Student-Faculty Senate in early Spring of 1970, in the appointment of a School Dean for September 1 of that year, in the ratification of a School Constitution on September 16, 1970, and in the activation of council and committee structures all during the Fall semester. Dr. Claire Healey's remarkably industrious and efficient work as Senate President allowed her to bequeath to her successor and current incumbent, Dr. George Petty, a fine instrument of general academic governance in the best of working order. Visible signs of a state of health, by the end of January 1971, were the foundation of a School Newsletter by student Senators, Senate elections of January 1971 with healthy returns and vigorous student-faculty leadership in the manning of Senate committees.

Each Department in the School has reported on its activities of the year in the pages to follow. Brief reports are featured in alphabetical order. The Dean saw his first semester at the School as a coming to know of the academic, organizational and societal realities both of its constituencies and of that of the College, as a whole. By the end of that semester, he had realized that the School of Humanities' three best potentials lay in strengthening the fine specialized teaching traditional in many of its departments, in searching out new areas of disciplinary strength which the School could offer both the College and society at large, and in articulating interdisciplinary work, both among the departments of the School and between the School of Humanities and other Schools. These aims inspired his thinking as he set about helping departments plan curricular innovations and staff additions for the academic year to follow.

Department of Classics

The Classics Department expanded its offerings this year by scheduling an Intermediate Latin course to meet the needs of those students who had elected Latin to fulfill the General Education Foreign Language requirement. In the development of the Classics Major, a second year of Greek is being offered for the first time. The two years of Greek are also a means of fulfilling the language requirement for graduation.

A replacement in staff has brought another experienced professor highly qualified in Linguistics. This appointment strengthens the "language" foundation of the department. Upper level students in College High continue to be accommodated quite successfully in freshman college courses, and on the basis of their fine preparation are pursuing Classics with distinction in the colleges they attend.

The whole Classics curriculum was under serious study during the fall semester, and a number of changes, including a renumbering and reordering of course sequence, an increase in credit hours of some courses,

the elimination of two infrequently offered courses, the addition of a new course in St. Augustine and the Church Fathers, the cycling of literature courses over a three-year period to provide a wider exposure, greater flexibility, and a choice of electives, will be reflected in the '71-'72 Bulletin.

Concurrent with the national diminution of numerical strength, we too have lost in total number of "majors," but the rate of attrition has been reduced; and although the base is small, it appears sound and solid. It is anticipated that our Humanities electives offered in English will become increasingly more meaningful as the inter-disciplinary concept continues to develop as we are encouraged and privileged to contribute to the enrichment of the students' program.

Department of English

During the period February 1970 - January 1971, the English Department of Montclair State College enriched its offerings in a number of ways. Three new courses in Black literature and thought were added, as well as faculty competent to teach them. An entirely new approach to freshman writing was begun and has been expanded, using recording equipment to enable the student to base his writing on the inherent grammaticality of his own speech. We believe this approach will be especially helpful for inner-city students with severe writing problems. We have also expanded our offerings in the fields of medieval literature and creative writing, offering the undergraduate student many more options for work in these areas. We have also developed and formalized a program of independent study, open to qualified juniors and seniors who wish to pursue intensive work under the guidance of a single professor, usually leading to the creation of a substantial essay, on a topic of special interest to the student. On the graduate level, our Department has re-evaluated our entire corpus of offerings and projected a logical and comprehensive order of courses over a two to three year period.

Department of French

The Department has developed and offered successfully new courses in Music, History, Contrastive Linguistics, Cinema, etc. to its majors. An interdisciplinary course has been created with the cooperation of the School of Education. New courses in the Humanities program have been promoted for the enrichment of the Liberal Arts student. A cultural program under the guidance of an instructor has been promoted, designed to organize activities to museums, lectures in centers of higher learning, theatres, movies, operas, etc. The Cercle Français has been active, meeting regularly and cooperating with the French cultural program. In cooperation with the Office of French Cinema in New York, a festival of recent French films is being prepared for the Fall of 1971.

Seventeen undergraduate students are now studying at the Universities of Lyon, Nice and Paris under departmental supervision. Two of these received a scholarship from the Alliance Française of New Jersey. Academic year 1970-71 has seen a definite increase in enrollment of graduate students.

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Department of German and Russian

The second semester of 1969-1970 was unusual because of sickness in the department and the necessity for shifting teaching personnel. Thanks to additional staff in the fall of the year, the department could begin to offer the necessary cycle of elective courses in the winter semester of 1970. The number of German majors during the school year 1970-1971 is oscillating around 45 students.

One of several projected courses of German literature and civilization in translation to be offered as courses in the Humanities was worked out in detail and approved. It will be given in the fall of 1971. Under the guidance of Dr. Fleischmann, a trip to Berlin took place (December 26, 1970 to January 9, 1971) in which a number of German majors participated. Those willing to submit a substantial paper could earn two credit points.

For the first time during the period reported, one German major was accepted for a special project under the auspices of the American Association of Teachers of German and the National Carl Schurz Association for the training of secondary school teachers of German in Germany, at a considerable stipend. We hope to have additional German majors accepted for 1972.

Department of Linguistics

The Linguistics Department had, during this period, two full-time staff members, Mrs. Susi and Mrs. Knecht, chairman. Mr. Shore assisted with the General Linguistics courses both semesters and Mr. Hinshalwood agreed to work with the Department in the areas of Contrastive Linguistics (Spring '71) and Comparative Romance Linguistics (projected for Spring '72). Mr. Gichia (Fall '70) succeeded Mr. Ngari as our man in Swahili. Course point values were changed in the fall semester after review by the Curriculum Committee of the School of Humanities. Courses 40-300, 40-412 and 40-401 will all be three semester hour courses as of September '71.

ESOL I was offered for the first time in the Fall semester of '70 in conjunction with the Urban Institute program. In the future it is likely that two sections will be offered each semester since the problems of the Urban Institute differ from those of the regular undergraduate population. Similar courses offered by the English Department may duplicate some of this effort. Perhaps a review of this situation is in order. All Foreign Language chairmen agreed in the Fall of '70 that 40-412, General Linguistics, shall be a prerequisite to foreign language methods courses. The Linguistics Major was examined by the Dean and Dr. Kelly in the Fall of '70. Revisions were considered but no action has as yet been taken. Recruitment for an additional professor of Linguistics was begun in December '70. It is hoped that a fully staffed major can be implemented in the Fall of '72.

Department of Philosophy and Religion

The Department of Philosophy and Religion is now in its second year

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of existence at Montclair State College. During the present year, the original curriculum was modified and developed. Alternative major curricula are now available, the first in Philosophy and the other in Religion-and-Philosophy. A number of new course offerings were added which enhance not only the academic integrity of the program but student interest as well. These include a series of seminar options which allow for flexibility of topic according to interest and needs. With a Department roster of five faculty this year, the Department was able to offer (in addition to the numerous sections of Introductory courses) approximately nine elective courses per semester as well as Independent Study. Enrollment in Department offerings has averaged 875-1000 per semester.

Three members of the Department have been active in the Campus-Community-Scholar Program and have contributed, among them, four seminars during the year. Other members have functioned as speakers at these seminars. Plans are currently being laid for a discussion club to be sponsored by the Department with its majors. Department members who do not yet hold their Ph.D. have been active in pursuit of same. One was a recipient of a Rockefeller Dissertation Grant. During the present year a Student Advisory Committee was organized from among Department majors. This committee has begun to assume a role in various Department matters including personnel.

Department of Spanish and Italian

A. Spanish Undergraduate: The undergraduate curriculum in Spanish has been both organized and enriched, creating new courses to better serve both the majors and minors, in Teacher Education and Liberal Arts programs, and also to serve all undergraduate students in day and evening classes. Undergraduate Hispanic concentration was divided into two fields: A minimum requirement of 15 semester hours consisting of one intensive language course, two in peninsular literature, and two courses in Spanish-American literature, may now be followed by specialization either in peninsular or Spanish-American literature.

A group of about 20 undergraduate Spanish majors are now studying in Madrid under our supervision. The Department takes classes on field trips to museums, restaurants and conferences in New York City and institutions of higher learning in New Jersey and New York. The Spanish Club is very active in promoting conferences and social gatherings.

B. Italian Undergraduate: A curriculum program for a second teaching field in Italian was established in 1968. Due to continuous inquiry, both from parents of students, administrators of high schools in New Jersey, and community leaders, we are in the process now of offering Italian as a major. The Curriculum Committee and the Dean of the School of Humanities have already approved such a program. High school students and our students are anxious to participate in such a program. There is certainly evidence to the effect that more New Jersey high schools offer Italian, and that there is a need for teaching in this area. The Italian Club is very active. The members meet regularly and sponsor social gatherings, lectures, field trips to museums, opera houses, and other institutions (Rutgers University, Italian Cultural Institute, New York, Fordham University, etc.)

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C. Spanish Graduate: During the Academic Year 1970-71, the Graduate Program was revised. New courses have been added, others reorganized, so as to balance Spanish and Spanish-American studies. At the present time three courses are offered each semester, and three courses were also offered during the Summer Session 1970. The research course 693 is offered each semester and also during the Summer Session. There have been two graduate assistants in the department in charge of the language laboratory. There are 85 graduate students in the department of which seven are full time students. Some of the matriculated students have offered up to eight semester hours of work done in Madrid, Mexico, Salamanca, Puerto Rico, besides several American universities. Some have done work at Montclair to offer it to the university where they are working on their Masters Degree (Middlebury College, for example).

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SCHOOL OF MATHEMATICS AND SCIENCE

REPORT TO THE BOARD OF TRUSTEESCALENDAR YEAR 1970

The School of Mathematics and Science became operational at the beginning of the fall semester of 1970. Final planning was taking place for the new building to house the work in chemistry, mathematics, and physics. The School's Senate was being organized, and a constitution for operation of the School was developed and approved. The Department of Physics-Earth Science will become the Department of Physics-Geoscience on September 1, 1971. The School feels the name will more clearly reflect the functions of the department.

During the year a number of accomplishments took place which are outlined in brief form below.

I. New Programs

- A. There was a complete review of the M.A. programs with approval of several specializations within the science and mathematics areas. Programs approved include biology, biology education, chemistry, chemical education, geoscience, and geoscience education. In the mathematics program two new concentrations were added in computer science and statistics.
- B. A new undergraduate program in mathematics for the social and management sciences was introduced; the second year of the sequence, with courses on computers and statistical techniques, will be introduced next year.

II. Curricular Revisions

- A. Biology: All courses were renumbered, bringing them into logical association and sequence. Seven new courses were added to the curriculum. Some semester-hour credit changes were made.
- B. Chemistry: New courses in kinetics and special topics were added. Review of the inorganic course sequence is in progress.
- C. Mathematics: There have been major revisions in the graduate program. New concentrations in computer science and in statistics have been approved. All 500-level courses have been changed to 3 semester hours. Thus, our graduate catalog now lists 18 semester hours in computer science and 24 semester hours in statistics. We have been fortunate in employing staff who have excellent competence in these areas.
- D. Physics-Earth Science: New courses were added and offered in paleoecology, geochemistry, advanced physical geology, physical oceanography, mineralogy, and petrology. Several faculty members contributed to the New Jersey Marine Sciences Consortium.

The physics major course sequence was revised and certain courses were moved to departments or divisions where they were more appropriate.

III. Special Projects

- A. Biology: A monthly biology seminar program was developed by Dr. Anna Pai. Several students worked on independent study projects in the fields of ornithology and microbiology.
- B. Chemistry: Dr. Gregg from the University of Vermont visited the department as a Visiting Chemist under the N.S.F.-sponsored program. Dr. Tyree from William and Mary College will meet with the departmental faculty on curriculum construction as part of the program of the College Chemistry Consultant Service.

During the past year all forms have been submitted by the chairman to the American Chemical Society for accreditation of the undergraduate program. The chairman has also met with the Committee on Professional Training of the American Chemical Society.

- C. Mathematics: Under the sponsorship of Dr. Chai and Dr. Maletsky the undergraduate students have started to publish a monthly newsletter, "100 Proof." They have done a remarkably good job and it has been a real morale booster for the department. Plans are being made to extend the newsletter to the entire School.
- D. Physics-Earth Science: The Conservation Club has been extremely active, with participation in Earth Day and other anti-pollution campaigns. The physics division is instituting a speakers' program for local high schools with special emphasis upon physics topics and demonstrations.

IV. Grants

- A. The School received a federal grant of \$400,000 toward the construction of the new building.
- B. Biology: A development fund grant resulted in a faculty-student research project in microbiology.
- C. Chemistry: A federal grant was awarded to the department by the National Science Foundation for an in-service institute in modern chemistry for high school teachers. The summer research participation program for high school chemistry teachers was supported again by contributions from private industry. Dr. Andrew Gallopo received an N.S.F. post-doctoral research grant to Boston University. Three junior students received N.S.F. undergraduate research grants for work at Seton Hall and Upsala College.
- D. Mathematics: A National Science Foundation grant of \$7,200 for an in-service institute for the year 1970-71 was received.

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Mr. Clifford is director and Mr. Garfunkel and Mr. Koellner are the instructors. This is the eleventh in-service grant from N.S.F. Mr. Demetropoulos received an N.S.F. fellowship for a year's graduate study at the Courant Institute.

- E. Physics-Earth Science: Dr. Ludwik Kowalski, with a development fund grant, worked with four senior students on a research problem, "The Angular Distribution of Fission Fragments from Yb^{170} Compound Nucleus Excited to 107 MeV," published in Physical Review March 1971.

V. Workshops, Conferences, etc.

- A. Biology: A faculty member has participated in the CCSP program, and several faculty members presented seminars during the May seminar period.
- B. Chemistry: The Passaic Valley Sub-section of the American Chemical Society meets monthly on the campus. Through the joint efforts of Dr. Harvey Russell of American Cyanamid, the College, in conjunction with William Paterson College of New Jersey, has again this year presented a series of late-afternoon seminars. These seminars bring together Cyanamid scientists, college students and faculty, as well as students and faculty from surrounding educational institutions.
- C. Mathematics: The department was involved in three types of activities as indicated below:
1. Visiting Lecturer Series: Drs. Novikoff, Pinkham, Schwartz, Boyce, Handelman, Iverson. Much credit for the success of this program should be given the department committee chaired by Dr. Parzynski.
 2. Mathematics Colloquium: Speakers were Professors Kalmanson, Chai, Parzynski, Janardan, Sobel, Clifford, Stevens, Zipse, and Bredlau. Many of these presentations concerned the current research by the staff member. Others were surveys of fields of particular interest. Dr. Chai and his committee deserve much credit for this fine program.
 3. Conference for Secondary School Mathematics Students: This conference, held April 30th, was organized by a departmental committee of which Dr. Maletsky was chairman. It consisted of presentations at section meetings by Professors Anderson, Garfunkel, Gottschall, Koellner, Lacatena, Parzynski, and Westphal. Mr. Rourke was the guest speaker at the general assembly. There were 850 registrants from 63 schools.

VI. Specific Plans for the Future

Among general plans, we are preparing for the move into the new building at the end of next year. This includes both utilization of the new facility and plans for renovation of the Finley-Mallory area for use by biology and geoscience.

THE UNIVERSITY OF CHICAGO

All of the departments have been involved in planning activities for the January 1972 innovative period.

The departments have been active in seeking grants for next year. These include NDEA Title VI Equipment Support and N.S.F. in-service institutes, as well as N.S.F.-supported summer institutes. The School is doing some preliminary work on a possible proposal for support from HEW for graduate programs for development of faculty for the two-year colleges.

All of the departments are taking a look at undergraduate curriculum patterns. This is especially true in biology and geoscience.

From a long-range point of view we are looking beyond the M.A. level in mathematics. By the time we move into our new facilities in September 1972 we can anticipate a staff of over 30 members in that department, the great majority having the Ph.D. We will have demonstrable competence in pure mathematics, applied mathematics, statistics, computer science, and outstanding competence in mathematical education. We contemplate changing the name to the "Department of Mathematical Sciences." As we continue to work with the two-year colleges, we anticipate a demand for an advanced degree--either a Ph.D. in Mathematical Education or a Doctor of Arts in Mathematics. We believe that at that time we will be prepared to initiate such a program, assuming that the Department of Higher Education would support it.

Both the faculty and the students of the School are looking forward to the new facilities. These should provide us with increased opportunities for independent study and individual laboratory work which we have not had before. We look forward to 1971 as a year of anticipation and 1972 as a year of fulfillment.

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ANNUAL REPORT

SCHOOL OF PROFESSIONAL ARTS AND SCIENCES

FEBRUARY 1, 1970, TO JANUARY 31, 1971

During the Spring of 1970, the Departments of Business Studies, Home Economics, Industrial Education & Technology, and Physical Education joined together under the new reorganization of the College as the School of Applied Arts and Sciences. Considerable time and effort was spent on establishing lines of communication, governing bodies and review committees as well as the preparation of a constitution. A Search Committee was established to seek and select a new Dean of the School. The Dean, Dr. Houston G. Elam, was appointed in September.

In the Fall of 1970, the new school began functioning. Although there was little previous association among the departments, faculty and students alike began pulling for a common cause. One of the early developments was a feeling of concern regarding the name which had been selected on an administrative basis without consulting the appropriate constituencies. The Dean requested that a faculty/student selection name committee be appointed which, after some considerable deliberation, recommended a change of name to the School of Professional Arts and Sciences. This name change was approved by a student/faculty assembly and by the Board of Trustees at its January 1971 meeting.

During the annual year period, the new school prepared administratively to establish the new department of Business Administration, and to organizationally restructure the Panzer School into the departments of Health Professions, Physical Education and Recreation, and Athletics. Many course and curricula restructures were begun and will briefly be described in sub-sections below.

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DEPARTMENT OF BUSINESS STUDIES

The department of Business Studies received approval for the establishment of a curriculum in Business Administration. The new curriculum was first offered in the fall semester 1970. Considerable curriculum development and preliminary faculty hiring took place to permit the initial offering of the curriculum to freshman and juniors during the first year.

In the areas of Business and Distributive Education, programs were continued and strengthened and considerable effort was placed on providing both College and community services. The new Business Administration program placed a temporary strain on the faculty of

the department of Business Studies, as the new program received more transfer applications than was anticipated. Administrative decision to separate the Business Education and Business Administration curriculums should reduce this burden considerably.

Community and Professional Seminars and Programs

The Business Studies Department initiated a follow-up on first year graduates through several programs and through mailings of questionnaires of concern. The department participated in a vocational education program with superintendents of schools, presidents of Boards of Education. A pilot program for disadvantaged students was conducted in Distributive Education during the Summer of 1970. A business teacher education institute for various groups of teachers within New Jersey was held. The department continued to organize and operate an in-service training program for civil service employees at the College. And, a Business Advisory Council was established to assist in the development of the new Business Administration program.

Curriculum

As mentioned earlier, a new program in Business Administration was established. This entailed considerable adjustment of existing courses as well as the establishment of all the new courses. A revision of the Masters degree program in Business Education and Distributive Education was initiated and approved.

Thorough consideration and discussion preceded the dividing of Business Studies into two separate departments; and a reassessment of all programs was made.

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DEPARTMENT OF HOME ECONOMICS

The Department of Home Economics continued to develop major related programs, or subspecializations within the Home Economics area. These emphases included the consolidation of courses in Child Care Services, Nutrition, and to a lesser extent, in Consumer Affairs. A curriculum of Home Economics geared specifically to liberal arts students was initiated through cooperation with several other departments.

Special projects for the year included a Nutrition Service Center and a library which would serve as a resource for residents of northern New Jersey. A series of workshops for Home Economics teachers was held. Junior and senior high school level students were brought in to participate in programs in Consumer Economics. In-service training seminars for professional home economics was held. A program to train home economics teachers to work in Consumer Education at the adult level was held. Programs also were conducted for Welfare Home Economists.

Curriculum

As is noted earlier, emphases within the Home Economics curriculum were developed in the area of Child Care Services, Nutrition, and for students wishing Home Economics and Liberal Arts.

Much consideration has been given to the goals and direction of existing curriculums, and considerable experimentation has taken place with new teaching techniques, as well as courses aimed specifically at urban and disadvantaged families. The search will continue on these programs, and it is expected that appropriate courses, which have already been approved, will be strengthened. The department has reassessed its programs and has dropped a number of courses which no longer seem appropriate to be offered and has replaced them with what is felt to be a proper balance of new offerings.

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DEPARTMENT OF INDUSTRIAL EDUCATION & TECHNOLOGY

The Department offered three distinct programs for in-service teachers in Industrial Education. One program dealt with curricular structure and revision, a second with historical development of technology, and a third dealing with techniques and learning tools available. A further program with the Northern New Jersey Manufacturers Association was presented, as well as programs showing the strength and balance of industrial education in American society.

Curriculum

An Industrial Technology major was presented, approved by the College and presented to the Board of Education in May of 1968. This curriculum has been revised, and it is hoped it will be approved during the 1971 calendar year. A curriculum in elementary school technology is being developed and tested. There has been considerable interest in learning procedures at the elementary school level, and it is hoped that this curriculum will prove useful. The area of electronics and the area of metal technology are proceeding with development and improvement programs. The Department has participated with Ohio State University in the development of an industrial arts curriculum project. Several courses have been experimenting and the interchange of ideas has been regular and mutually useful.

The department of Industrial Education and Technology changed from a general shop concept to areas of specialization in Industrial Education. The program was revised and will be revised further within the not too distant future. The changes in areas of specialization has created increased student interest in the department.

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THE UNIVERSITY OF CHICAGO
LIBRARY

DEPARTMENT OF PHYSICAL EDUCATION & HYGIENE (THE PANZER SCHOOL)

The Department of Physical Education and Hygiene, The Panzer School, offered many service and field experience programs. The Garden School was serviced by each week sending a number of students to the campus who participated in swimming pool and gymnastics activities. College students taking courses in adaptive physical education provided instructional support.

Students from the Bradford School's Neurologically Impaired Program also participated in swimming pool use with College student assistance and support. A Communications Disorders Class is on campus full-time receiving a period of physical education each day, again involving College students under faculty supervision.

Curriculum

The Department of Physical Education & Hygiene considered problems of several majors and made several important moves during the annual report year. An educational foundation for the study of drug problems was initiated and staffed by several members within the Department. This program has cooperated with schools and the community in a variety of ways, including training of teachers, adult education, presentation of speakers and formal course offerings. A health education program was considered and developed and the recommendation of a Department to enhance that program was approved. A recreational curriculum was studied, and is being tested for comments by interested parties throughout the State.

ANNUAL REPORT

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

For Period February 1, 1970 - January 31, 1971

As this is the first annual report submitted by the School of Social and Behavioral Sciences, it is hoped the accompanying statements will, in some small measure, express some of the ways in which the School has attempted to evolve an identity.

Though the activities it has pursued during its brief period of existence may represent the efforts of individuals or departments, they also reflect the emerging character of the entire School.

Half the time covered by this report coincides with the final stages of School formation. In September, 1970 the 8 departments, many with new major programs, began to work as components of the School of Social and Behavioral Sciences, developing their relationships to each other while maintaining their individuality. Frequent exchange of information and open communication are the primary means of contact. The chairman's council, because of its spirit of cooperation, has been of enormous help to the Dean's office.

The chairmen, along with committees of faculty and students, have worked well together in identifying common goals and building excellent programs.

One semester is a short term of trial, but, problems of growth notwithstanding, it has given every evidence of success for the School of Social and Behavioral Sciences.

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DEPARTMENT OF ANTHROPOLOGY

The Department of Anthropology had the highest student/faculty ratio in the School of Social and Behavioral Sciences during 1970, with its elective undergraduate and graduate courses drawing from the entire college community. The proposed undergraduate liberal arts program in anthropology was approved recently by the Board of Trustees, and currently has 9 matriculated majors. 15 graduate students have elected anthropology as their major area of concentration within the professional M.A. program in Social Sciences. In addition to the foregoing, the department, consisting of 4 full-time faculty members, serviced approximately 500 students per semester in its course offerings.

Departmental focus in 1970 was directed primarily at curriculum development and improvement, with the following new courses offered: Urban

SECTION OF THE N. Y. STATE

Anthropology, Peoples of Africa, and Peoples of Latin America. The last two courses also serviced the Transcultural major, an interdisciplinary program shared by the Departments of Anthropology, Geography, and History. The addition of a fifth faculty member next year will enable the department to offer course work on the American Indian and Spanish Culture in the U.S. today. At the graduate level, courses in Psychological Anthropology, Living Races, Cultural Dynamics, and Applied Anthropology attracted students from a variety of backgrounds and disciplines. The recent library acquisition of the Human Relations Area File Microfilms vastly expanded anthropological research potential at both undergraduate and graduate levels of study.

Plans were made for introducing our first course in Archeology, in support of which a small anthropology museum was established within departmental office space. To date, two exhibits, one on fossil man and one on African culture, have been made available to the college community. Planning for an Anthropology Roundtable also was started in 1970 with the aim of establishing cooperative working relationships with local colleges regarding anthropological academic activities in northern New Jersey. This project will be instituted in 1971.

Faculty summer activities included field research in Southern Spain and India. Holt, Rinehart, and Winston contracted books in 1970 with two members of the department, one of which currently is in production and scheduled for fall publication.

In summary, the Department of Anthropology hopes, through these activities and others, to provide students in northern New Jersey with quality education in anthropology, and with new personal growth and career opportunities which service diverse human needs.

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DEPARTMENT OF ECONOMICS

The Economics Department and the Economics major started in the academic year 1969-70. There are currently 9 separate courses offered in Economics with a tenth offered jointly with the History Department.

This academic year, 1970-1971, a Statistics Laboratory has been developed and we have electric and electronic calculators, permitting more sophisticated work in our Statistics course than has been possible in the past. The Economics Department has sponsored an "Econologue" - a dialog between economists and students. The first of our speakers was Herbert Bienstock, director of the Mid-Atlantic Regional Office of the U. S. Department of Labor's Bureau of Labor Statistics.

Our faculty at present includes three economists with the doctor of philosophy degree and one with a Master of Arts degree who is continuing studies for the doctor of philosophy. In addition to

fulfilling their full-time teaching assignments, the faculty of the Economics Department is involved in varying fields of research, all of which are related to the courses they teach.

Dr. Margaret Reilly, Chairman of the Department, is under contract with Scotts-Foresman publishers for a text, Introductory Macroeconomics. This is in addition to her teaching and administrative responsibilities in the development of our major.

Dr. Sidney Kronish is currently serving as Fact Finder in a situation involving the non-professional hospital workers and the Freeholders of Hudson County. He has served at varying times recently as Fact Finder and Mediator for PERC (Public Employee Relations Commission). He has been Executive Director of the New Jersey Council on Economic Education since 1964. McGraw-Hill will publish this year Dr. Kronish's book Money and Banking: A Supplement.

Dr. Gladys Ellenbogen is serving as consultant to the State of New Jersey and in that capacity is preparing the economic reports the State will submit to the White House Conference on Aging to be held in November, 1971. She completed a research report in 1970 for the Bergen County Board of Freeholders on Private Health Insurance Supplementary to Medicare.

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DEPARTMENT OF GEOGRAPHY

The Geography Department officially inaugurated its undergraduate major in September 1970. It encompasses cultural, human, and physical geography. The latter category represents a new dimension for the department. Aspects of physical geography require the introduction of computer-based quantitative studies and, in selecting faculty for this area, the department was fortunate in being able to hire someone with considerable background in the management of computers and the teaching of computer science.

Members of the Geography Department have been greatly involved, both on and off campus, in various conservation activities, including participation in Earth Day programs. The seminars which were held in May of 1970 engaged the attention of many of the social science faculty, among them being several geographers who conducted seminars on population and other environmental problems.

A map library to serve the School of Social and Behavioral Sciences has been established. At present it has a modest collection, which is slowly expanding as funds are available.

Along with a member of the History Department, the chairman of the Geography Department received a grant from H.E.W. for the study of

the human and economic resources of the Middle East, including travel to the region in the summer of 1971.

Plans are being developed to expand the Urban Studies Center into an interdisciplinary program that will prepare students to become city and regional planners, to work with urban social agencies, for inner city teaching, or for graduate studies in the above fields. The Geography Department now offers a number of courses in this area, such as Problems in Urban Geography and Field Studies in Urban Life.

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DEPARTMENT OF HISTORY

The revised (1969) liberal arts program in History entered upon its second year in the Fall, 1970, with 85 new freshman majors and a sophomore group stabilized at about 100. About 25 transfer students were added at the junior or senior level. The department continued to service the professional needs of some 180 junior and senior majors in the Social Science Teacher Education program. In the Evening Division, there were 62 matriculated and 146 non-matriculated undergraduate history majors, and 40 part-time graduate students concentrating in History entered the Master's degree program in Social Sciences.

As planned in 1969, faculty were added to the department in 1970 for American Urban, Latin American, and Chinese history, which increased the total regular staff to 20, including the Chairman and Dean of the School of Social and Behavioral Sciences. (The department will probably remain at this size into 1971, although specialists in German and Russian history will replace departing faculty.) The chairmanship of the department changed hands in 1970, new office space was added in College Hall, a new and active student advisory committee sponsored the organization of a History Club, and the department acquired its new role as part of the School of Social and Behavioral Sciences.

The department's attention in 1970 was turned mainly to the improvement of undergraduate instruction: refinement of major course offerings, experimentation in the general education civilization electives, acquisition of essential library materials, planning interdisciplinary approaches with the anthropologists and geographers for the Transcultural Studies and Urban Studies programs. At the graduate level, new courses planned in 1969 were introduced, but the department's revised program (M.A. in History) and a projected conference for secondary school teachers of history were held in abeyance. Taking into consideration the limited funds for expansion of graduate instruction, as well as the varied needs of most secondary school teachers, the Department of History began to investigate the development of interdisciplinary programs in cooperation with the other departments of the School. Finally, as foreseen in the

Annual Report for 1969, the expanding evening undergraduate history major presented problems of faculty recruitment for specialized electives. Reliance on part-time adjunct faculty continued, although use of more tested regular staff would have been preferred. The department remained concerned that instruction in the day and evening programs should be of equivalent high quality.

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DEPARTMENT OF POLITICAL SCIENCE

The Department of Political Science completed one and one-half years as a functioning, independent, academic major as of January 31, 1971.

Departmental offerings initially included twenty-one 3-credit undergraduate courses and up to 6 credits of directed study. During the period of time covered by this report, four new 3-credit undergraduate courses were added to the departmental offerings. Although the department does not offer a master's degree in political science, it is possible for a graduate student to obtain a master's degree in Social Sciences with a concentration in Political Science. Currently, twelve 400-level 3-credit courses and nine 500-level 3-credit courses are offered in the Evening Division for graduate credit. Of these, three 400-level and two 500-level courses were newly added to the curriculum. All courses are not offered every year.

Initially, it was expected that the department would serve primarily as a service department for other majors until such times as the department could attract numbers of its own majors. The department began with only one student major. Within a year and a half, this number increased to 72. (As of the writing of this report, April 2, 1971, there are 89 students majoring in Political Science.) A large number of the majors plan to enter law school after completing their undergraduate requirements.

The staff has increased from three full-time and three part-time faculty members to six full-time staff and one adjunct, who was engaged to teach the course Black Politics in America. The staff consisted of two full professors, one associate, and three assistant professors. Three faculty members hold the Ph.D., two others expect to complete the requirements for the Ph.D. within the forthcoming year, and one member holds the J.D. During the forthcoming year, one additional full-time staff member will be added.

The department does not anticipate the development of a Master of Arts program in the immediate future, although plans in that direction have been formulated. The prime objective of the department continues to be

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toward developing an excellent undergraduate program. If the college is interested in developing its graduate program more rapidly, it is recommended that additional faculty be hired to staff the graduate program. Moreover, a creditable graduate degree program cannot be offered with our present library, which is inadequate from the standpoint of physical plant, books, and other research materials.

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DEPARTMENT OF PSYCHOLOGY

The following are some highlights of the Department's activity during the year February 1, 1970 to January 31, 1971:

Newark Board of Education

During this period, the twenty Newark fellows were continuing in their academic studies of a full-time student, as well as spending two days in the Newark school system. This originally was a \$144,000 grant from the city of Newark to pay stipends for 20 graduate fellows. This money goes completely to pay the stipends. This program will be completed in June 1971 at which time the 20 fellows will receive an appointment to be school psychologists for the Newark Board of Education.

U.S.O.E. - School Psychology Program

The six U.S.O.E. fellows will be completing their two-year training program as of June 1971. During the two years of this award period the six fellows have spent a minimum of one day in the Passaic school system. This is in conforming with the requirements of the U.S.O.E. grant for the fellows to be involved with disadvantaged students.

U.S.O.E. - Emotionally Disturbed Grant

The Psychology Department was awarded a developmental grant for the period of September 1969 to June 30, 1970. This grant was to develop a program to train teachers at the graduate level to work with emotionally disturbed children. In April 1970 the Department received a fellowship grant that enabled us to select five graduate fellows for full-time work to become teachers of the emotionally disturbed child. During this period the fellows were selected and began their one-year training in September 1970. Their training will be completed and they will be eligible for certification as of June 1971. In order to receive practical experience as well as theoretical, the fellows have been placed in various institutions for this training. Some of the institutions have been Overbrook State Hospital, the Garden School, and the Children's Institute of East Orange.

New Jersey Department of Labor Grant

During this report period the New Jersey State Department of Labor awarded our department a \$175,000 grant to retrain employment counselors for working within the various state agency offices. The amount of this grant includes housing and food during their training period. The total number of students involved is 80. These are practicing interviewers and supervisors for the New Jersey Department of Labor. They will be on campus, in residence for a twelve-week period, at which time they will receive various training techniques so that when they return back to their agencies they will have greater skills and possibly be eligible for advancement on the basis of this training. The 80 students will be divided among three groups; each group will spend approximately 12 weeks in residence at the college.

Psychological Services

The Psychology Department still supports completely the release time for faculty members to offer Psychological Counseling to Montclair undergraduate students. Approximately 30 credit hours of faculty time has been allocated for this service. The Psychological Services also has a consulting psychiatrist, who is at the college one day per week. At the present time, there is a short waiting list for appointments. Naturally, all emergencies are seen immediately by the psychiatrist or one of the counselors. In general, the majority of students are involved in group counseling of groups of approximately six to a group.

Student Advisory Committee

There is presently a Student Advisory Committee functioning to assist the department in various matters. These students are invited to all departmental faculty meetings. They have also sat with the Personnel Advisory Committee of the department in interviewing new, prospective department members.

Personnel Advisory Committee

The department still functions with the Personnel Advisory Committee who assists the chairman and deputy chairman in recruitment, faculty selection, promotion and other matters pertinent to the functioning of the Department.

Psi Chi

During this report period the Department of Psychology was awarded a chapter in this organization. This is the National Honorary Psychological Fraternity for undergraduate students.

Encounter

A student newsletter is distributed free to all graduate students. This newsletter is organized and edited completely by the graduate students with a faculty advisor.

Students

The undergraduate majors have been increasing tremendously during this period. We have approximately 250 undergraduate majors in the department and about 300 graduate students. The vast majority of the graduate students are on a part-time basis.

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DEPARTMENT OF SOCIOLOGY

In calendar year 1970-71, the Department of Sociology began its second year of operation as a major department. Three additional faculty were hired, all with Ph.D. degrees. This put the department in a better position to reorganize its graduate offerings, which had largely been a scattering of courses designed to service other programs. While reconstituting its graduate courses, the departments also made a revision in its undergraduate major by eliminating certain group requirements.

The Personnel Advisory Committee was actively engaged for the better part of the year in a search for a permanent chairman. This has now been completed, and one can expect that the new chairman, who is presently on a research assignment at the Center for Urban Studies, University of Chicago, will make his special contribution to the department.

Sociology courses have had heavy enrollments, particularly in the area of general education. Requests for special courses have also come from the Division of Community Services, the Law Enforcement Education Program, and Mountainside Hospital.

Majors in the department have increased from 13 to 57.

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DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY

The Department of Speech Pathology and Audiology continued to develop a vigorous and enriched program for both undergraduate and graduate majors. Committee activities within the department centered around curriculum revision and ways in which faculty and students in the department could participate in departmental affairs with greater responsibility and interest.

Departmental Statistics

The full-time staff of the department consisted of eight full-time faculty members and one part-time member.

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The student population of the department has increased steadily over the years and is becoming a popular major for students transferring from other departments and a choice for uncommitted students. At the present time we have 151 majors enrolled with the following breakdown:

27 Freshmen
45 Sophomores
44 Juniors
35 Seniors

Curriculum Development

The speech department developed and had approved a new curriculum for undergraduate students entering in September 1971. The new curriculum reflects a broader base of preparation with emphasis on fundamental processes in the biological behavioral sciences. A revised and hopefully approved approach to student teaching was also included.

The graduate program was also revised so as to reorganize the course offerings into four distinct majors as part of the interdepartmental program in special education at Montclair State College. The four majors are: 1. Speech Pathology; 2. Audiology; 3. Teaching the Deaf and Hard of Hearing; and 4. Learning Disabilities.

Functioning as coordinator of Special Education for the College, Dr. Scholl helped establish two other programs parallel with the above. Thus, with the addition of Remedial Reading and the Emotionally Disturbed, a 6-track interdepartmental program will exist by 1972.

Consonant with these curricula changes was a request for the name of the department to be changed to the Department of Communication Sciences and Disorders. This request was honored and will be duly changed as of September 1971.

Summer Session, 1970

Two successful programs were again carried out during the summer session to provide graduate students with clinical practice in speech and hearing and in learning disabilities. Approximately 150 children were enrolled in the Speech and Hearing Center and in the Learning Disabilities Day Camp, and over fifty graduate students had enriched experience in working with handicapped children under direct supervision. In addition to the experience, the graduate students were enrolled in subject matter courses related to the clinical experience.

Special Events

1. During the middle part of May after it was decided that the college would become an open university, the Department of Speech Pathology sponsored several workshops and field trips that were well

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attended. One workshop, in particular, received considerable attention and publicity. It was organized by Professor Caracciolo and several of his students, and the theme of it was creative activities in speech and hearing. This was a multi media experience, and it involved many members of the college community and ranged from activities of group diagnosis to individual creative tasks in developing materials for teaching young children.

2. In affiliation with the New Jersey Speech and Hearing Association, we sponsored an all-day workshop on language disorders in children. Dr. Mildred Berry, a renowned authority and author on this subject, was the lecturer. Over 300 speech therapists from New Jersey attended.

3. In affiliation with Union Memorial Hospital and the New Jersey Speech and Hearing Association, Dr. Scholl presented a workshop in December of 1970 on Language Disability: Language Disorder Phenomenon.

4. The Department of Speech Pathology and Audiology was awarded, for the seventh year in a row, \$21,200 from the Department of Health, Education and Welfare for graduate fellowships in speech and hearing.

5. The Communication Disorders class that meets on campus in the Speech and Hearing Center was reorganized in September to include children of school age. (It had previously been for pre-school children.) The change in policy resulted in an increased enrollment from four to eight children with tuition paid for by the sending schools in the child's home district. The class has been extremely successful for the youngsters and has provided college students the opportunity to observe on a regular basis young children who have failed to develop language normally.

6. Our affiliation with the Garden School in Belleville, a center for children who are emotionally disturbed, continues to be rewarding and successful. Our students provide them with ongoing assistance in speech and language therapy, and the college cooperates further by having the students on campus for physical education and swimming activities once a week.

We feel an urgency to move forward in our plans for the development of a psychoeducational center or child development center that would bring together on campus all of the college personnel with interests and talent in studying the development of children and in providing testing services and therapy for children who have special needs. The creation of this center would not only contribute to the growth of research and improved teaching of our undergraduate and graduate students, but would also result in a more economical management of services that are now being offered or being considered in various departments throughout the college.

HARRY A. SPRAGUE LIBRARY, 1970

It is fortunate for the library, and as a corollary for the College, that the need for the library's rapid development has again been recognized by an allocation from the State of a substantial sum for library improvement. The provision of \$125,000 for this purpose in the current fiscal year compares favorably with the allocation of \$111,000 last year. It is largely due to last year's library improvement fund that the number of bound volumes added to the collection in 1970 was forty-five per cent greater than in the previous year. Coupled with this was a more dramatic nine-fold increase in the number of microforms added. Thus we are proud to state that students and faculty of the College now have available to them a total of some 227,000 items, an increase of almost fifty per cent over the collection available the previous year. Viewed in relation to the library's collection of 102,000 items in 1966 when the present College Librarian assumed his post, the growth is most encouraging.

The most notable among our purchases during the year was the acquisition of the full microfiche collection of the Human Relations Area Files, an excellent resource widely recognized for its value in teaching and research for graduate students as well as undergraduates. Though of primary interest for the social sciences, it is capable of being exploited to advantage for other fields as well.

Many substantial sets in a variety of fields added during the year helped to give depth to our resources. Among those relating to science were 82 volumes of the Annual Reports and General Appendices of the Smithsonian Institution, 1846-1932, and a complete set of the Geological Society of America's Bibliography and Index of Geology Exclusive of North America (32 volumes). The humanities benefitted from the addition of such items as a 54 volume History of Religion in America and the Enciclopedia Italiana di Scienze, Lettere ed Arti (41 volumes). Friedrich Blume's Die Musik in Geschichte und Gegenwart (14 volumes) enhanced our research collection in the area of music. Notable in the field of the social sciences were the acquisition of a 60 volume collection entitled "American Labor: From Conspiracy to Collective Bargaining" and of a 45 volume set "Legacy of Violence in American History." Thus the enrichment of our collections goes on apace.

We have continued our emphasis on the development of an adequate collection relating to the Negro. The 11 volume New York Public Library Dictionary Catalog of the Schomburg Collection provides students interested in this area with an excellent research tool and reinforces our collection of microfilmed material from the Schomburg Collection. Also of special interest is our acquisition during the year of the latest of the Arno Press-New York Times Series, "The American Negro; His History and Literature" (Series III in 30 volumes) and of "Reprints of Negro Periodicals." A special project, undertaken at the express request of the President, was the conversion of one of the student conference rooms in the library to a "Black Studies Seminar" room. Now housed in this room is a collection of some 1500 volumes of black

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studies material purchased with the advice of the students in B.O.S.S. This room is manned by black students responsible to Mr. James Harris, Assistant Dean of Students.

Not included in the figures for the total collection are our depository collections of United States and New Jersey government publications. The U.S. depository collection expanded by 40 per cent during the year, so that from its beginning in 1967 it now offers some 17,000 documents for consultation. The smaller New Jersey depository collection which began in 1968 now includes some 700 items, an increase of 66 per cent over 1969. These collections are becoming ever more heavily used though much of this use is on site and hence is not statistically recorded.

A 24 per cent increase in the number of reference inquiries as compared to those in 1969 is perhaps a reflection of increased enrollments. The loan statistics from the circulation department also show an increase, though a small one, of 11 per cent. The circulation for May, 1970, as might be expected, showed a decrease of almost 40 per cent from that for the same month in the previous year.

Although our interlibrary loan transactions are not great, some interesting trends are apparent. There were almost three times as many borrowed through interlibrary loan for faculty in 1970 as there were in 1969. Similarly the number of pages of photoduplicated materials requested from other libraries, for both faculty and students, increased 2-1/2 times.

Among other indicators of increased library usage is the count of individuals entering the library provided by the turnstiles. This has shown a growth of almost 7 per cent over 1969. What has been apparent since the beginning of the Fall Semester 1970 is that the seating in the library is more frequently filled close to capacity. This can probably be attributed to the increase in enrollment.

The hours for which the library is open for service were increased beginning in mid-November from the previous 77 hours per week to 88-1/2 hours per week. Because our present staff is so thinly distributed we were enabled to do this only through the use of library improvement funds.

As can be gathered by the rising statistics in all areas - reference, circulation and technical services - library personnel, both clerical and professional, are subject to unrelenting pressure in their struggle to maintain a high level of services. Fortunately their morale remains high, though it must be admitted that the implementation of the Hay Report recommendations, depriving the librarians of faculty status and perquisites in November, had a most adverse effect. It is to be hoped that this situation will be rectified within a reasonably short time, for otherwise we may anticipate undesired resignations and difficulty in finding replacements of the same high quality.

In our efforts to relieve some of the pressure on the increasingly busy Circulation Department and thus provide better service, we have

acquired a number of devices - a time clock and a magnetic scheduling board for student assistants, a cash register, a change-making machine - which are small things, perhaps, but which are proving efficacious.

The time is approaching when our library is likely to have access to computer based systems to aid in routine processes. The College Librarian was named, as a representative of the College and University Section of the New Jersey Library Association, to the Steering Committee of a project being planned and financed by the Department of Higher Education for college and university libraries in New Jersey. This project, known as CAPTAIN (for Computer Aided Processing and Terminal Access Information Network) aims to provide a joint technical processing center for library materials and to provide a node for an interlibrary loan network using a computer as a switching device for routing requests. Also planned is the development of a computer-based circulation system and a truck delivery system to facilitate interlibrary loans as well as delivery of books from the processing center. A contract is about to be signed with IBM for the developmental stage of the project which will include Rutgers University Libraries and the libraries of the two new state colleges. After the implementation stage is reached, probably late in 1971, the remaining state colleges will be able to share the services provided. The College Librarian has been elected by his colleagues in the state colleges as one of their two representatives on a five man Executive Committee to oversee CAPTAIN in its developmental stage.

In anticipation of these developments the College Librarian attended a one-week course on Data Processing for Library Directors at the IBM training center in Endicott, New York in May 1970. In addition, he has attended numerous conferences on library data processing during the past year.

The staff of Sprague Library have been encouraged to gain a knowledge of computer applications for libraries. The Circulation Librarian, for instance, attended a two-day Tutorial in Library Automation in the Fall of 1970. The College Librarian plans also to attend in the Spring of 1971 a three day workshop at M.I.T. on Administration and Management of Library Automation, sponsored by the Information Science and Automation Division of the American Library Association.

Space for the housing of the library's collections has become a problem, for constant shifting of books on the shelves is now necessary to accommodate new acquisitions. This will be relieved temporarily to some extent by the installation of stacks to accommodate periodicals in the former Cosla Room in the basement of the library. It is with great anticipation then that we look forward to the completion of Phase I of the new building plan in late 1971. However, even before this time, additional stacks will have to be installed on the second floor to allow needed space for our rapidly growing collection. The College Librarian has enjoyed working with the architect, the library building consultant and the College Director of Facilities in planning for the library addition even though this has meant countless extra hours of work. We are confident the results will justify the effort. Undoubtedly concrete and detailed planning for Phase II of the library building should commence immediately upon the completion of Phase I.

As can be understood, the College Librarian's involvement in planning a building, planning for automation and in other areas of wider responsibility have thrown considerable responsibility for day to day operation of the library on the Associate Librarian, Mrs. Blanche Haller. Her capability and effectiveness in discharging this responsibility is hereby gratefully acknowledged.

Respectfully submitted,

Dr. John R. Beard
College Librarian

JRB:mem:gm

EVENING DIVISION AND SUMMER SESSION

General Statement:

The demand for educational opportunity on a part-time basis tends to be an ever-increasing need of the American public. This demand continues to be demonstrated by the current enrollment increases experienced by the programs offered through the Evening Division and Summer Session at Montclair State College. The enrollment statistics for this Division reflect a substantial growth over the previous year. The figures for the Spring semester indicate an increase of 6.68% over the previous Spring semester. In the Fall semester, we experienced an increase of 16.09% over the previous Fall semester. Combined enrollments for the two semesters and Summer Session of 1970 show an increase of 9.8% over 1969. We still feel we are meeting the needs of the public we service by offering programs and courses to enable them to complete the requirements for teacher certification, a bachelor of arts degree, or a master of arts degree. In addition, students may participate in workshops, seminars, and/or graduate courses for their professional improvement.

*I. Enrollment Statistics:

	<u>Spring</u>		<u>Summer</u>		<u>Fall</u>	
Semester Hours:	19,438		19,424		26,208	
Average Student:	4.5		5		5.1	
Students:	Individuals Equated		Individuals Equated		Individuals Equated	
Undergraduate --	783	220.2	1,631	510	977	311
Graduate -	3,683	1,035.8	2,100	656	4,201	1,339
Total -	4,466	1,256.0	3,731	1,166	5,178	1,650
Three-year Comparisons:						
1970 -	4,466	1,256.0	3,731	1,166	5,178	1,650
1969 -	4,186	1,017.2	3,528	1,082.3	4,460	1,260
1968 -	3,607	822.8	2,756	697.8	3,798	958

*The above equated figures were based on the total semester hours divided by 16 - These are the figures required for budget purposes.

Enrollment statistics for 1970 show a total increase of 1,301 students over the previous year. A comparison of undergraduate enrollments for the Fall 1969 and 1970 indicates an increase of 525 students or an increase of 9.7%. Total undergraduate enrollment for the Fall 1967 was 329 as compared to the 977 enrolled in the Fall of 1970.

II. Faculty:

During the year, 704 of the 955 sections of courses offered through this Division were taught by regular faculty with the remaining 253 sections being taught by adjunct faculty. In the undergraduate program, we offered 178 sections and 121 sections were taught by regular faculty with the remaining 57 sections being taught by adjunct faculty. Regular faculty taught 582 sections of graduate courses with 195 sections of graduate courses taught by adjunct professors. This would mean that 75% of the graduate courses were taught by regular faculty and 80% of the undergraduate courses were taught by regular faculty.

III. Programs:

Undergraduate Programs

The evening undergraduate programs have shown a significant increase over the last year. The undergraduate degree programs in the areas of English, History, Business Administration and Industrial Arts have grown steadily over the year. The number of B.A. students has increased from 675 to 977. Beginning in September 1970, undergraduate evening students were permitted to carry a full-time load of 12 semester hours. Recently the Business Studies Program was changed to a Business Administration which will enable the Division to accommodate many more students who have indicated an interest in this field.

Graduate Programs

Substantial growth in Psychology, Student Personnel Services and the Master of Arts in Teaching Programs led the way for the tremendous growth pattern established in graduate education at Montclair State College. A significant increase in enrollment of 15.9% over the previous year was recorded. This would indicate that we increased from 2,281 to 2,643 in the number of matriculated students. The total number of M.A. Degrees conferred during the year was 443.

The Graduate Office received and processed 1,639 applications during the year. Of this number, 18% were screened out or asked to retake the Graduate Record Examination for further review of their graduate status.

In December the Graduate Council voted to remove the administration and student services of all graduate programs from the Evening Division Office. This was to have taken effect on February 1, 1971. It was my understanding that this change was not due to any failures by Evening Division staff to perform their duties associated with the programs in a highly professional and efficient manner.

INDEX TO THE

Certification Programs

In 1970, over 600 students (including 140 students in Approved Certification Programs and 305 matriculated students in the Combined Certification and M.A. in Teaching Program) were registered for initial teacher certification courses through the Evening Division. These figures represent a considerable increase for Certification as well as the M.A. in Teaching Programs. In addition, more than 750 students were completing requirements in 1970 on advanced certification in such areas as Guidance and Administration and Supervision.

IV. Activities during 1970:

The responsibility for publicizing the College at the State P.T.A. Conference in October and the N.J.E.A. Convention in November was assumed by this Division of the College. There was every indication that the information and displays were well received by the target populations.

At the end of this year we transferred the Vocational Education grant received by this Division of the College to the office of the Dean of Professional Arts and Sciences. All personnel and equipment associated with this operation were transferred.

During Summer Session we entertained another group of International Living students. In addition, the Summer Activities Program was greatly expanded.

For the sixth year in a row, we provided facilities for the N.J.E.A. Leadership Workshop during the month of August. Some 600 teachers from across the State attended these workshop sessions.

The off-campus program servicing teachers in the field and nursing students at Mountainside Hospital has continued to grow in both numbers and stature. During the Spring, 38 sections of courses were offered while in the Fall this number increased to 57, representing a thirty-three percent (33%) expansion.

V. Projections 1971:

1. After the graduate programs are removed from the Evening Division Office, it will be necessary to reassign some of the personnel. Since the Summer Session and off-campus programs have shown remarkable growth, it might be feasible to assign this major function to Mr. Ice. In addition, other personnel within this Division should assume more responsibility for its various components.

2. I would like to investigate the possibility of non-credit Adult Education Programs.

3. We should encourage more college-sponsored seminars and workshops for the public within our area.

4. Continue the investigation of our off-campus graduate center in Ocean County.

5. Attempt to cooperate with the schools in conducting educational research and in-service seminars.

Respectfully submitted,



Robert E. MacVane, Director
Evening Division/Summer Session

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ANNUAL REPORT-1970
OFFICE OF THE EXECUTIVE VICE PRESIDENT & PROVOST

I. GENERAL SUMMARY:

As Montclair State College continued to grow and change, the duties and responsibilities of the Office of the Executive Vice President and Provost correspondingly grew increasingly more complex and demanding. This office was responsible for the overall administrative coordination of the supportive services of Montclair State College.

The following departments comprised this division:

- Office of Admissions
- Office of Alumni Relations
- Computer Center
- Government Program Negotiations
- Library
- Office of Registration
- Office of the Registrar
- Scheduling Office
- Office of Student Teaching and Placement
- Community Services and Urban Programs

Through the directors of the above mentioned offices, the Executive Vice President and Provost was responsible for the efficient, effective operation of virtually all the administrative functions of campus.

II. ACTIVITIES:

The following activities were engaged in by the Office of the Executive Vice President and Provost:

A. Questionnaires

Through the year many and varied questionnaires and informational inquiries were completed by this office. Such agencies and organizations as: A.A.S.C.U., Stanford University, The National Cyclopedia of American Biography, Central Washington State College, National Science Foundation, Sangamon State University, Temple University, New Jersey Legislative Manual, A.A.U.P., The World of Learning, Tuskegee Institute, Comparative Guide to American Colleges, National Research Council, Information Please Almanac, Delaware State College, and many others.

III. CHAIRMAN, SPACE ALLOCATIONS COMMITTEE:

This group, composed of student and administrative representatives, met and continues to meet at length, to discuss problems relating to the allocation of space and facilities on Montclair's ever-expanding, but ever crowded campus. The Director of Facilities, a member of the committee, serves as a resource person on technical issues pertaining to the allocation of space.

IV. FACULTY/STAFF NOTES:

The administrative Assistant to the Executive Vice President and Provost was responsible for the composition, editing and publication of the Faculty/Staff Notes, a weekly newsletter which in addition to publishing major policy statements, also lists and describes events and items of interest to the faculty, administration and staff.

V. NOTEWORTHY ACTIVITIES PARTICIPATED IN BY THE EXECUTIVE VICE PRESIDENT AND PROVOST:

- A. Served as chief college administrator during absence of the President.
- B. Served on: President's Cabinet, Administrative Council, Coordinating Council, Provost's Council, All-College Governance Committee, College Calendar Committee, Traditions Committee, Summer Session Policy Committee.
- C. Continued to serve on the New Jersey State Scholarship Commission.
- D. Served as College representative on contract negotiations in Trenton.
- E. Attended 2nd Annual Conference of the Institute for Continuing Legal Education sponsored by the University of Michigan (Ann Arbor).
- F. Served as member of the Passaic County Community College Board of Trustees.
- G. Elected to the Board of Directors of the National Organization for Legal Problems in Education at annual convention, Las Vegas, Nevada.

VI. NOTEWORTHY ACTIVITIES ENGAGED IN BY THE ADMINISTRATIVE ASSISTANT TO THE EXECUTIVE VICE PRESIDENT AND PROVOST:

- A. Elected to third term on the Board of Trustees of the Greater Montclair Urban Coalition.
- B. Elected Corresponding Secretary of the Montclair State College chapter of Phi Delta Kappa (Professional Fraternity for Men in Education).
- C. Served as M.S.C. representative to the New Jersey United Nations Association.
- D. Elected Secretary of the M.S.C. Black-Brown-White Relations Committee.
- E. Continued to serve two-year term on the M.S.C. Alumni Association Executive Board.

VII. NOTEWORTHY ACTIVITIES ENGAGES IN BY THE SECRETARY TO THE EXECUTIVE VICE PRESIDENT AND PROVOST (SECRETARIAL ASSISTANT III):

- A. Served on the Board of Trustees of the M.S.C. Staff Association.

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OFFICE OF ADMISSIONS

I OVERVIEW OF ACTIVITIES DURING 1970

The year 1970 was a noteworthy one for the Admissions Office. In 1969 the total number of freshman applications dropped by approximately 1000 over the preceding year. In 1970, however, perhaps due at least in part to the "tight money" situation as well as for Montclair's reputation for excellence, the number of applications increased by about 1000 to bring the total number of freshman applications to a record number of 5809.

At the same time, the college chose to increase its total enrollment to 5500. Often when a college dramatically increases its total enrollment, the profile of its freshman class often drops since it is often necessary to "dig lower" into the applicant pool to fill the class. This phenomenon, however, did not seem to occur for us. The entering class of September, 1970 has shown itself to be well qualified to pursue college studies by every traditional admissions measure. This class is "well-rounded" with a number of class presidents, athletes, musicians, artists and the like. Based on national norms, the average (mean) SAT verbal of the class is above the eightieth percentile of all secondary school seniors who took the SAT's.* The average high school class rank of the class is at the eighty-seventh percentile.

As in past years, a high selectivity factor for admission existed in 1970 since the number of qualified students the college could accommodate was a comparatively small percentage of those who applied. Only 36% of all applicants were offered admission.

In 1969 the "percentage of take" (i.e. the percentage of invited students who accepted our offer of admission) was approximately 63%; in 1970 this percentage approached 70%.

Table I shows the number of applicants, the number offered admission, and the number enrolled in each year beginning in 1963.

*College Board Score Reports: A Guide For Counselors and Admissions Officers
(New York: College Entrance Examination Board, 1970, page 20.)

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TABLE I

<u>Year</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>
# applied	3295	4693	5306	5085	5267	5801	4827	5809
# offered admission	1652	1851	1522	1870	2122	1567	1572	2081
# enrolled	1017	1137	916	1076	1233	1040*	1142**	1444***

Table II shows the statistical qualifications of the entering class.

TABLE II

	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>
Av. High School Rank	78.0	80.2	83.3	78.7	83.03	87.1
Av. S.A.T. Verbal	530.6	526.5	535.2	529.9	520.	520.

A more detailed profile is offered in Table IIA in which SAT scores have been converted to two digit numbers for data processing purposes.

TABLE IIA

<u>H.S.RANK</u>	<u>MEN</u>	<u>WOMEN</u>	<u>TOTAL</u>
<u>Mean</u>	80.0 %ile	90.0 %ile	87.0 %ile
<u>SAT V - Mean</u>	49.1	53.7	52.1
<u>SAT M - Mean</u>	54.5	53.8	54.1

It should be noted that approximately a third of the class was admitted under the Early Decision plan. These students were required to take SAT's in the junior year. Had all applicants taken the College Boards in the senior year, there is little doubt that the SAT averages would be higher, since normal growth expectancy is about 20 points from junior to senior year. For comparative purposes, a profile of the Early Decision applicants is given in Table IIB.

TABLE IIB - Profile of Early Decision Enrollees

	<u>MEN</u>	<u>WOMEN</u>	<u>TOTAL</u>
Av. H.S.Rank	81 %ile	86 %ile	85 %ile
Av. SAT V	51	52	51
Av. SAT M	54	61	59

*This figure includes 58 TRY students who were admitted extra-quota.

**This figure includes 129 TRY students.

***Students admitted through the TRY-EOF program are now incorporated in the freshman class figures.

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TRANSFERS

One of the most critical areas facing the admissions office continues to be the burgeoning of the junior colleges. The admissions office processed 1346 transfer applications for September, 1970; of this number, 510 or 38% were from New Jersey public and private junior colleges. 86% of junior college transfer applicants were from New Jersey community colleges, an increase in this category of 15% over September, 1969. Of the junior college graduates who applied, 63% were accepted.

Business Administration far outnumbered any other curriculum in number of applications submitted. Fortunately we were able to accept more students in business than in any other major but we were still forced to turn away a great many eligible applicants in this area. Closer examination of the accepted business students showed that 83% of them transferred from a junior college. Such a high percentage was not true in any other curriculum.

Psychology and men's Physical Education drew the next largest groups of applicants. Psychology is an expanding program and we were able to accept more than 35% of the applicants. Physical Education, however, was limited to 10 spaces for more than 100 applicants.

The average cumulative average for all accepted transfers in September, 1970 was 2.77. The average junior college graduate entered with a 2.81. Transfers from our own evening division averaged 2.6.

The increasing number of transfer students accepted into the college is changing the population of the college as a whole. Only 5 years ago in 1965, only 9% of the total college enrollment (343 out of 3600) were transfers. By last June this figure had risen to 14% (717 out of 4800). The current enrollment of 5500 students is made up of 1157 students or 21% who formerly attended another college.

The demand for transfer to Montclair State College has become so great that one of the three professional staff members devotes more than 80% of her time to counseling transfer students, interviewing and interpreting their applications, and visiting the community colleges, all of which have been visited at least once within the last two years. The services of two full time secretaries are employed.

Table III shows the demand for transfer since 1963. The figures are by academic rather than by calendar year (e.g., the figures for 1970 represent applicants for September, 1970 and February, 1971).

TABLE III

<u>Year</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>
# applied	371	404	532	990	772	1055	1398	2032
# accepted	95	121	146	365	74	285	370	800

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II SELECTED MISCELLANEOUS ACTIVITIES

During the Spring, 1970 semester, a series of three "general meetings" for counselors was sponsored by the admissions office. Approximately 200 counselors from north, central, and southern New Jersey attended these meetings which consisted of panel discussions by members of the five undergraduate schools, discussions by the Division of Community Services, and discussions by the admissions office. Apparently from the fine comments we had, the programs were well received.

In July one of the professional staff transferred to the Division of Community Services. He was replaced by Mr. Delford Jones, formerly of the TRY program. Mr. Jones' expertise in recruiting minority students has greatly augmented the attempts of the admissions office to interest minority students in the college.

We were also fortunate to have Mrs. Carmen Boutsis, a native of Puerto Rico, join the staff as an Assistant Director of Admissions. Formerly a case worker for the Passaic County Welfare Department, Carmen has done much to recruit Hispanic students. Through her efforts we were also able to secure the services of a Spanish-speaking secretary.

From late September until early December the members of the staff were frequently "on the road" visiting high schools, attending college nights, and the like. The admissions office represented the college at 24 college nights, 92 daytime high school visits, and 9 New Jersey junior colleges. Approximately 4000 people were contacted at these off-campus meetings.

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ALUMNI OFFICE

I ACTIVITIES

1. Publications

Information to alumni. Planned, prepared (with Mrs. McKnight) and mailed four issues of Alumni Life to 18,000 alumni. Planned, prepared and mailed annual magazine, Alumni Forum.

2. Fund Raising

Conducted Annual Fund campaign. Included preparing and mailing three fund appeals, acknowledging gifts, making appropriate reports, attendant bookkeeping. Average gift increased to \$12.30. Made gift of \$1500 to College Development Fund.

3. Fall Homecoming

Arranged (with Director of Athletics) party at Commonwealth Club following game. Attended by some 200 alumni. Contributed prizes for floats.

4. NCEA Convention

Assisted with planning and staffing College booth in Convention Hall. Conducted alumni hospitality suite in Dennis Hotel during convention. Arranged Faculty-Alumni-Student Tea for 250. Registered 350 alumni.

5. Alumni Day

Arranged all day activities, including luncheon for 250 and eleven class reunions involving about 600. Reproduced and mailed approximately 2500 reunion letters. Received \$1535 in class gifts.

6. Century Club

Arranged dinner (at President's home) and theater party (Players production) for Century Club members.

7. Alumni Awards

Arranged for awards to two outstanding alumni.

8. Senior Class

Met with senior class and with class officers to acquaint them with alumni activities and discuss group membership.

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9. Other College Functions

Arranged (tried to) for alumni to represent Dr. Richardson at 80 college functions, chiefly Presidential Inaugurations. Sent messages of congratulation from College.

10. S-256

Secured and disseminated information to alumni. Arranged for Board members and other key alumni to write legislators urging support. Mailed letter from President to 25,000 alumni and friends of College.

11. Conferences

Participated in District Conference of American Alumni Council. Participated with other N.J. State Colleges in three meetings of State Colleges Alumni Associations Council, chiefly to support legislation.

12. Records

Processed approximately 3000 address changes. Added 1000 new records for '70 graduates (BA and MA). Continued transfer to data processing. Checked alphabetical print-out with master card file. Made almost 4000 corrections.

13. Volunteers

Alumni regularly serve on numerous standing and ad hoc committees of the College, with faculty, administration and Fall Homecoming, Focus on Women, NJEA, SCAAC, Scholarship, Traditions, War Memorial Board.

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ADULT AND CONTINUING EDUCATION CENTER

I. SUMMARY:

The Adult Continuing Education Center of Montclair State College was created in February 1966 as a cooperative venture of the College with the Bureau of Adult Education, New Jersey Department of Education. The initial objectives for the Center focused upon providing multiple resource services to New Jersey community agencies and programs that are primarily concerned with the education of adults, principally, the undereducated adult. These objectives continue to be guideposts of the Center's activities, and in 1970 services were extended nationally.

It is to be noted that all efforts and activities of the Center have been, and continue to be, funded through sources external to the College.

II. ADMINISTRATIVE FRAMEWORK:

The Adult Continuing Education Center of Montclair State College, administratively placed (during 1970) within the framework of the Montclair State College Division of Community Services is, at present, organized under a staff organizational pattern for activities and services in four major categories, including:

- A. Resource Center Activity
- B. National Multimedia Center for Adult Education
(Montclair State College and Washington, D.C.)
- C. Continuing Education for Aging Resource Service
- D. Graduate level Adult Continuing Education Program

The principal office for the Adult Continuing Education Center is located at 14 Normal Avenue, with the Center's national Multimedia Center for Adult Education located at 1424 K Street, N.W., Washington, D.C. (through the cooperative effort of Federal City College, Division of Adult and Community Education, Washington, D.C.).

III. MAJOR ACTIVITIES OF THE RESOURCE CENTER IN 1970

The Resource Center provided training, administrative, and informational services to Adult Basic Education Programs (see Table I).

TABLE 1

Services to Adult Basic Education Programs

Program	Program Visitation	Training Activities	No. Trained	Prog. Eval.	Admin. Assist.	Use of Center Library
Annandale						
Reformatory	2	yes				x
Caldwell					x	
Clinton State						
Farms	2	yes				
East Orange	2	yes	10		x	x
East Orange						
Mini Center	2	yes	6		x	x
Elizabeth				x		
Englewood	3	yes	4		x	x
Ewing	2	yes	2		x	
Fair Lawn	2	yes	8		x	x
Fort Lee	1	yes	10			x
Hackensack						
Mini Center	1	yes	2		x	x
Harrison					x	
High Point	1					x
Hunterdon County	1		5			x
Jackson						x
Lawrence	2	yes	4		x	
Lodi					x	
Montclair State	3	yes	8		x	x
Morristown	2	yes				
Parsippany	2					
Passaic					x	x
Paterson					x	
Perth Amboy				x		
Phillipsburg						
(NWCAP)	3	yes				
Rancocas Valley				x		
Salem				x		
South Orange						
Maplewood	2	yes	8			x
State Prison						
Trenton	2	yes	6			
Trenton ABE	1	yes	2		x	
Trenton Learning						
Center	2	yes	6		x	
Trenton Mini						
Center	1	yes	2			
West New York					x	
WIN Program, N.J.		yes	111		x	
Woodbridge				x		

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- B. The Resource Center also provided services to the following organizations, agencies, institutions, and adult programs: ABET Ridgewood, New Jersey, Paterson CASA, City College of New York, Essex County Penitentiary, Great Neck Public Schools, L.I., Greystone Hospital, Hackettstown Adult School, Hillside Study Center, Montclair, Millburn Adult School, Montclair Neighborhood Center, Montclair State College Departments of Home Economics, Linguistics, Psychology, and Special Services, Morristown Neighborhood House, New Hampshire Department of Education, Passaic County Jail, Philadelphia ABE Academy, Paterson State College, Rutgers Cooperative Extension Service, Urban League, Woodbridge State Hospital, Wayne Adult School, and World Council of Churches.
- C. The Center continued the development and operation of the ABE Demonstration Project for undereducated adults at the College's Reading Center. This Project served more than 100 adults from some 23 surrounding communities. As a demonstration center for teachers of Adult Basic Education and English as a Second Language, this program afforded adult educators the opportunity to observe instructional techniques and examine a wide variety of materials.
- D. Distributed nearly 5,000 free copies of curricular and informational materials to programs for undereducated adults. The Center assisted in developing a pamphlet "Food For Your Family" in Spanish.
- E. Continued acquisition of materials for the adult continuing education library. This collection presently contains more than 4,000 books and pamphlets, receives 23 periodicals and newsletters, and has an ERIC Document collection (microfiche and hard copy) in excess of 200.
- F. Continued the operation of an educational program for employees at Greystone State Hospital.
- G. Staff members participated at numerous professional conferences, meetings, and association activities both within and out of the state, including the Adult Conference in Atlanta.
- H. A two and one-half day follow-up workshop to the 1969 Administrator's Summer Institute was held in Philadelphia. This workshop sought to determine the extent of administrative change caused by the 1969 Summer Institute.

IV. NATIONAL MULTIMEDIA CENTER FOR ADULT BASIC EDUCATION

- A. The National Multimedia Center for Adult Basic Education is a demonstration project whose objective is to serve as a resource center for adult educators throughout the nation. The project has been designed to acquire and assess print and non-print instructional and curricular materials currently being developed in the field of adult education for the purpose of abstracting and distributing information.

- B. An Advisory Committee of 18 nationally prominent adult educators has been appointed to guide and to continuously evaluate the work of the project.
 - C. A program to solicit curricular-instructional print and non-print materials on a continuing basis from both commercial and non-commercial sources is now underway. More than 1200 items of materials have been processed to date following receipt of the materials from over 300 sources.
 - D. A system for distributing informational abstracts to a restricted nationwide group of adult educators has been evolved. Among these educators are:
 - 1. 56 State and Territorial Directors of Adult Education
 - 2. 10 USOE Regional Program Officers for Adult Education
 - 3. 25 members of the Association of American Publishers
 - 4. 21 Adult Education Teacher Training Institutes (USOE) throughout the nation
 - 5. 40 Special Project Directors throughout the nation
 - 6. U. S. Office of Education staff members
 - 7. Selected Federal Agencies having Adult Continuing Education Programs
 - E. A format for informational abstracts has been designed in a manner which permits the inclusion of a wide variety of materials. It also provides great flexibility in distribution as well as in use. The systems of classification, indexing, and abstract format are all computer compatible.
 - F. The National Multimedia Center for Adult Basic Education at the Washington, D.C. location houses an indexed collection of instructional and curricular materials available (at the Center) to educators and administrators for study and use in adult education. The Center has, for review, materials and reports that have been completed by special projects, universities, state, and local programs.
 - G. The National Multimedia Center Project is funded by the Division of Adult Education Programs, Bureau of Adult, Vocational and Technical Education, United States Office of Education under Section 309 (b), P.L. 91-230 and was initiated on July 1, 1970.
- V. AGING EDUCATION PROJECT (initiated October 1, 1970):

This project, to develop and expand education resources on a statewide basis for the broad field of aging, is supported by a grant-in-aid from the New Jersey Division on Aging under provisions of Title III of the Older Americans Act. Proposed as a three-year project to demonstrate an effective procedure to develop "more or less" permanent centers of training at appropriate places throughout the State for continued and expanded education programs for and about aging, objectives include:

- A. Establish an expanded gerontological multimedia materials resource center for program leaders, instructors, and County office on Aging personnel, as well as others engaged in adult continuing education for aging.
- B. Conduct training programs for community and agency leaders and practitioners serving older people.
- C. Develop and implement training for program development in aging education among the sixty full-time Community Adult Education Directors in the State.
- D. Stimulate, encourage, and assist in the development of training programs and other education programs for the broad field of aging throughout the State.
- E. Insure a continuity of information and program service to an interdisciplinary and inter-university-college faculty previously developed in the State of New Jersey.

VI. OTHER ACTIVITIES:

- A. The development of a system for cataloging gerontology resource materials for retrieval and utilization according to disciplinary identification as well as subject or content identification. To date some 200 separate articles or monographs have been abstracted and indexed by the Project staff. A listing of materials for acquisition has been compiled and purchases initiated.
- B. Community related activities have involved the project in consultative services and program responsibilities in five (5) County Forums in preparation for the 1971 White House Conference on Aging, and as aging education specialist, service for two county task force committees in the specialized area of education for aging. In addition, the project has participated in some fifty (50) meetings and/or conferences to gain support for, and inclusion of, appropriate aging considerations in the program activities of the groups involved.
- C. In the absence of any statewide forum for interdisciplinary study, exchange, or interaction among researchers, practitioners, administrators and students with respect to the field of gerontology, the project has given leadership to the creation of a New Jersey Gerontological Society.
- D. Involvement of the State's community adult education programs has been initiated through the Bureau of Adult and Continuing Education, New Jersey State Department of Education. This activity will provide training in basic concepts of aging, including examination of current gerontological information as the basis for program development at the community level. Since the above mentioned Gerontological Society will bring together resources previously developed by the Division on Aging, this new organization will have trained faculty to support the training proposed for community adult education program personnel.

- 6 November, 1970--Runden--SINCUS Conference, Loeb Student Center, New York University
- 7 November, 1970--Runden--Society for the Scientific Study of Sex, Barbizon-Plaza, N. Y. C.
- 14 November, 1970--Runden--Tri State Council--Herbert Lehman College (Woman's Lib)
- 16 January, 1971--Runden--N.J. Health Education Council, American Hotel, Freehold
- 5 February, 1971--Rotter & Runden--American Psychopathological Association, Roosevelt Hotel, N.Y.C.
- 27 February, 1971--N.J. Health Education Council American Hotel, Freehold
- 9 June, 1971--Conference being planned on MSC Campus, with eminent speakers, and one or two awards from the Foundation--Dr. Harold Lief; Dr. Patricia Schiller; Helen P. Stanford

F. Adult Programs

Wyckoff (Mr. McIntyre) 10 session program for Adult Group (34 members) 3-session series for parents of retarded children--East Orange Guidance Clinic for the Retarded. (Dr. Duryea and Mr. Garibaldi) (Dr. Runden prepared booklet for parents and expects to have it published.) Dr. Runden lectured at 2-sessions of a 10-sessions course; Dr. John Seymour gave one lecture at Ethical Culture course, South Orange-Maplewood

G. Radio and Television

Dr. Runden appeared on Channel 11, Focus on New Jersey, on Friday March 20, 1970. The program was televised March 21. Miss Fantone, Media Service Center of the College, made a video tape which has been used in numerous classes and with adult groups off-campus.

Dr. Runden and Dr. Rotter appeared in four television programs May 18-19, 1970, in Norfolk, Virginia--Station WAVY.

Dr. Runden appeared in reactor group on N.J. Speaks, Channel 13, panel program on obscenity and pornography October 7, 1971. (Time ran out while she was being polite to others and she said nothing!)

Dr. Rotter and Dr. Runden appeared on Seton Hall radio station WSOU on June 9. Dr. Runden appeared on several earlier programs concerned with abortion on WSOU.

Dr. Runden appeared on Radio Station WNJR on January 20, 1971, and January 27, 1971, sponsored by Essex County Medical Society. Program subjects had to do with abortion.

H. Material Added

Foundation continues to add consistently but conservatively to its professional library of books and pamphlets. Some material is donated by Dr. Rotter, Dr. Rosenberg, Dr. Runden, and others. Dr. Rotter continues to augment research library of reprints. Currently library has 850 books and pamphlets and more than 1000 reprints.

A few sound filmstrips were added to audio-visual collection housed and serviced by the Media Services Center of the College.

VII. GRADUATE LEVEL ADULT CONTINUING EDUCATION PROGRAM:

Continued the development of a Master's degree program in Adult Continuing Education, which is currently awaiting Trustee and State Department of Higher Education approval. In order to implement an interdisciplinary program, one staff member from the Adult Continuing Education Center serves as a secondary member of the Leadership Department and one member as a secondary member of the Special Instruction Areas Department. Courses have been offered through the Departments of Psychology, Leadership, and Special Instruction Areas.

A number of adult educators are awaiting final approval for this program in order to matriculate at Montclair State College.

ANNUAL REPORT
TO
BOARD OF TRUSTEES
FROM
COLLEGE DEVELOPMENT FUND

Major activities undertaken by the Board of Trustees of the Montclair State College Development Fund during the year ending January 31, 1971 included an emphasis on programs to further the Fund's basic "public relations, visibility and fund raising accomplishments." These included:

A. Unrestricted contributions totaling \$16,275.00 and restricted contributions totaling just under \$150,000. The unrestricted contributions represented a six-year high and the results of strenuous efforts to recoup contacts lost during the last eight years. The restricted funds represented \$143,000 contributed by students to the Student Union building account, a \$4,500 grant to Dr. Wanda Lathom to investigate the musical achievement in Hoboken, and various smaller contributions.

B. \$10,000 in art was received from Mr. Walter C. Smith of Cedar Grove. Included were an extremely valuable Chinese screen of the Coromandel era and four modernistic "flocks" of birds. Some \$3,000 was paid in support of faculty and student grants, including a special grant to the student newspaper, "The Montclarion," for assistance in the rental of a United Press International wire service line. A total of \$150,000 was paid by the Fund Trustees to the New Jersey Educational Facilities Authority on behalf of the student body. This money will be used to offset the cost of bonds for the new Student Union building.

C. An extended program of corporation contacts was initiated. At least 75 major corporations with resident offices in the northern New Jersey area were contacted for support programs. At least a dozen major corporations have responded positively to the Board's requests - and the expectation is that many grants will be received during the fall of 1971.

D. The Fund Trustees purchased an additional key piece of property during the year. The Legge property located at 860 Valley Road (the corner of Normal Avenue and Valley Road) was purchased at a total cost of \$46,000 and was immediately resold to the State of New Jersey for use by Montclair State College at a cost of \$44,000. Purchase of this property enabled the Psychology Department to accept a major grant for the training of Department of Labor employees.

E. Through the efforts of a Fund Trustee, Dr. J. Q. Adams, a Montclair State College Business Advisory Council was established. This committee is currently functioning with membership by more than 25 members representing leading corporations in the northern New Jersey area. Initial support for this activity was given by the College Development Fund.

F. The Trustees voted to establish a President's Club for the recognition of major donors to Montclair State College. Beginning in May, 1971 donors of \$500 or more will be elected to the President's Club. Suitable letters of appreciation and donor-incentive awards will be used.

G. A major brochure describing the current growth of Montclair State College and the completion of the division of the academic program into undergraduate schools was approved by the Fund's Trustees. This brochure, a "Report of the President of Montclair State College," is to be prepared in quantity for mailing to sister academic institutions, friends of the College, local business concerns, and other prestigious groups.

H. Major discussions were undertaken by the Fund's Trustees and officers of the Alumni Association together with the College administration to accomplish the merger of the administrative offices of both the Fund and the Alumni Association. As of the writing of this report, negotiations are nearly complete and the joint organization is scheduled to be initiated on July 1, 1971.

GJK:jtc

ANNUAL REPORT-1970

COMPUTER CENTER

I. GENERAL SUMMARY:

A. Service Capacity of Center

For 1970, all energies and resources of the center were directed to establishing the center as a functional service unit of the College.

B. The 1130 Computer

The major accomplishment was the location of an 1130 computer in the Montclair Computer Center. This now gives in-house capabilities to perform a variety of fundamental type administrative and educational programs in the center. Also this is a "satellite" computer linked with a 360/67 computer at Rutgers, thereby offering the ability to also execute more complicated administrative and educational programs.

C. Student Information System

The Computer Center successfully participated in the implementation of the scheduling, registration, drop and add, and grade reporting modules of the Student Information Data Base System adopted by the state colleges. This offers the students an opportunity to select actual sections of courses identified by professors and meeting times, as well as the ability to indicate alternate course selections.

D. Administrative Services

1. Scheduling and Registration--
Master course lists, student schedules, student requests, drop and add, grade reporting, class lists, labels.
2. Admissions--
Ranking lists, labels, various listings.
3. Alumni--
Labels, special category listings.
4. Evening Division--
Authenticated documentation of all programs, mail registration, grade reports, class lists, tuition roll, statistical lists, mailing labels.
5. Other Administrative Units--
Lists and labels to almost every unit within the College.

E. Instructional Services

1. Run student programs and assist in answering faculty and student questions from such departments as Mathematics, Psychology, Business Studies, Geography and Sociology.

The Center equipment and personnel are also available for on-hands application for selected Business/Studies Courses.

ANNUAL REPORT-1970

F. Evaluation and Projection--

The computer center will continue its attempt to broaden our services in both administrative and instructional areas. It is the intent of the center to acquaint faculty and students with what the computer is, what it can do for them, and what processes are involved in order to achieve output from the computer. Therefore, a seminar type of orientation is planned for various times throughout the year.

We are also exploring Time Sharing possibilities for instructional purposes and evaluating its College-wide implications. The Computer Center continues to work as closely as possible with the Educational Computing Center at Rutgers, in an attempt to achieve maximum results from their stated objectives.

ANNUAL REPORT - 1970

DIVISION OF COMMUNITY SERVICES

GENERAL SUMMARY:

The Division of Urban Programs and Community Services--is the 1970 title for what was in 1969 the Urban Institute, and before that, a loosely defined "Office of Urban Programs" operating as an offshoot of the admissions office. The major activities of the program continue to center around programs for EOF-disadvantaged students on the Montclair campus; new teachers in the urban centers; the special group of bi-lingual teachers; and a growing group of community persons under the general heading of New Careers.

The most significant change from 1969 was the incorporation of several administrative units in the college under the new division. These units included the Adult Education Resource Center, the Center for Economic Education, The Educational Foundation for Human Sexuality, the Campus Drug Abuse Program, Upward Bound, and the National Teacher Corps Project. The common element among all of these programs, in addition to their generally addressing community problems, is the tentative nature of funding. All of the programs incorporated within the Division are operating under funds from federal, state and other outside agencies, subject to the year to year vagaries of such grant awards. This constitutes a major problem which will be addressed more specifically in another section of this report.

The administrative organizational chart of the Division shows a total of 28 professionals and 15 full-time secretarial workers in addition to a number of part time workers and consultants in a variety of projects within the Division. Office facilities continues to be a major problem particularly in that various segments of the programs are housed in a far flung network of "temporary buildings and spare rooms" around the campus. The Division trailer has been tripled in size, we have moved into the large facilities in the basement of College Hall with both the EOF and the bi-lingual program, and the Adult Education Center is still housed in the building known as the Alderdice House. The Sex Foundation is in a basement room of Freeman Hall, Upward Bound in a similar niche in Chapin, while the Center for Economic Education continues in its separate trailer.

NATURE OF ACTIVITIES:

I. EOF Undergraduate Student Program - The admission of 250 freshmen to this project for academically and financially disadvantaged students brings the total in this program to around 450 students. The major accomplishments in this area have been trips to incorporate much of the responsibility for special program financial and academic assistance into the appropriate existing college offices presently offering such services to all students. The role of the project staff has been to provide such additional help as has been necessary to fully service members of the EOP project. Movement toward the inclusion of additional instructional responsibility in the academic departments involved has been continued this year with greater emphasis being placed on supplementary tutoring and counseling rather than any special classes. Reports

were submitted during the year indicating considerable academic success on the parts of students admitted in the original group three years ago in September, 1968. Limited evidence on more recent enrollees indicates this record is continuing and that special students are surviving in surprisingly large numbers within the regular college program.

II. Project TRY - The original activity from which the Division of Urban Programs and Community Services has evolved had its federal funding terminated on July 1, 1970. This termination was an anticipated development following the three years of federal support and conforms to a national movement switching funds to Model Cities programs when such Model Cities projects existed in the vicinity of ongoing programs. We have provided a good deal of consultation and assistance to the Model Cities programs as they are trying to continue the Talent Search program in this area. We have also continued an activity under the Talent Search banner related to recruiting of qualified adult members of minority groups. In conjunction with this, we have implemented a program for testing of college equivalency which has helped us to identify a sizable number of community residents who are now working to gain advanced placement in colleges of their choice.

III. Graduate Interns - The number of full-time, fully-funded graduate interns has been increased from 26 as reported last year to 62 in FY1970. Funds for these interns have come from a variety of sources including federal EPDA fellowships, the EOF project of the state, a federal grant for Special Services, and salaries paid by institutions for the part-time internship when served away from campus. 20 of these interns have been employed in the special tutor-counseling of EOF undergraduate students on the Montclair campus. The rest have been assigned under a separate administrative organization--Special Services, serving internships in a variety of off campus centers. This year in addition to service to EOF programs on other campuses, they have also been given the opportunity to work through a variety of community service outlets so as to expand the preparation potential beyond those offered in formal education.

IV. The Urban Education Corps - The second full year of our involvement in the Urban Education Corps includes many of the programs and projects described in the 1969 report. A total of 247 beginning urban classroom teachers with Bachelors degrees have been involved in short and long term programs, most leading to MA degrees earned here at Montclair. These teachers are employed mostly in public schools, but a few are in specialized state or privately sponsored schools attempting to resolve specific urban education problems. A major emphasis of the UEC program has been to merge the resources of the college with those available in the community and in community based schools to provide a more relevant training program for first year city teachers. To this end, 50% of the instructional program made available to UEC interns has been taken on an off-campus basis, frequently using regular college faculty on an overload basis, so they might become better acquainted with the ongoing activities of urban teaching conditions and social situations.

V. Urban Education Coordinating Committee - A significant accomplishment of 1970 was the creation of an Urban Education Coordinating Committee composed of representatives of the School of Education. Meeting since early November, the Committee has helped to bring about a greater degree of cooperation and could be the forerunner of a much more closely coordinated college-wide program in urban teacher preparation.

VI. Excellence in Teacher Education Award - A major event of 1970 was an award given to Montclair State College for Excellence in Teacher Education given by the American Association of Colleges for Teacher Education. An attached abstract describes the winning entry for the college - the Spanish Speaking Teacher Corps.

EXHIBITS:

- A. Abstract - Spanish Speaking Teacher Corps
- B. Supplementary Information
- C. Report on Success of EOF Students
- D. Fact Sheet - Division of Community Services

EXHIBIT A

MONTCLAIR STATE COLLEGE

DIVISION OF COMMUNITY SERVICES

Program Summary: Spanish-Speaking Teacher Corps
November, 1970

There are nearly 70,000 Spanish-speaking children in New Jersey Public Schools. Two-thirds of this group are Puerto Rican. The proposal for a Spanish-Speaking Teacher Corps with E.P.D.A., Part B-2 funds was developed by a group of educators and community representatives which became the nucleus of the New Jersey State Spanish-Speaking Advisory Committee on Education to retrain and credential underemployed Spanish-speaking professionals who relate to and understand the needs of Spanish-speaking children.

Coordinated within the Urban Institute, Montclair State College, the Program is based on the philosophy that the community is an educating force. Begun in July, 1969 with 70 participants, the project has utilized bilingual instructors with ghetto school experience, teaching in community schools and neighborhood centers, as well as the college, to provide the required courses. Practice in English usage has accompanied each phase of the Program. Supervision of the project was conducted by the director and personnel from the Urban Institute.

Added college support, including housing for the project staff and funds for additional Spanish-speaking staff members, has brought 53 participants within sight of a Master of Arts degree by June, 1971. In all, 127 Interns are now enrolled in the Corps.

Partly because of the project, several New Jersey cities have instituted or expanded bilingual education in their own schools. Project participants have been hired in school districts throughout the state. In addition, spillover from the project has generated an undergraduate bilingual program for 56 students on campus.

to a professional baseball camp. Others who left indicated merely a lack of interest in continuing (often combined with an inability to meet their part of the financial burden). Four of the eleven had achieved sophomore standing (24 hours/1.6 average), three more had in excess of 20 hours completed. Only four of those who left would be discouraged, for academic reasons, from re-enrolling.

EXHIBIT B

PROJECTS DEVELOPED AND OPERATED
BY THE
URBAN INSTITUTE
OF
MONTCLAIR STATE COLLEGE
1968 - 1969

Prepared by
OFFICE OF THE VICE PROVOST
DIVISION OF COMMUNITY SERVICES
GGK/November 30, 1970

SUMMARY DATA - URBAN INSTITUTE PROGRAMS

Page 1 of 7

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PROGRAM TITLE AND DESCRIPTION	FUNDING		TRAINING PARTICIPANTS			SERVICE PARTICIPANTS			
	68-69	69-70	70-71	68-69	69-70	70-71	68-69	69-70	70-71
TRY - Talent Research for Youth Information dissemination re: opportunities for "disadvantaged" youth in college---recruiting, placement, follow-up counseling-- now working with advanced placement project for older students.	60,000	91,000	110,000				1200	2000	
NOTE (2) Also funded in 1967-68 for \$29,000., 300 students served.									
L.O.F. - Urban Graduate Training Program Academic support program for college. Graduates from "dis- advantaged" backgrounds working in supporting roles for "disad- vantaged" undergraduates. Program has included internship at Jersey City, Newark, Paterson State Colleges; Atlantic, Essex, Union, Tombrock Jr. Colleges; Newark College of Engineering and Upsala College.	32,000	34,000	30,000	14	28	20			

SUMMARY DATA - UTMAN INSTITUTE PROGRAMS

Page 2 of 7

PROGRAM TITLE AND DESCRIPTION	FUNDING			TRAINING PARTICIPANTS			SERVICE RECIPIENTS		
	68-69	69-70	70-71	68-69	69-70	70-71	68-69	69-70	70-71
<u>National Teacher Corps.</u> Prepares Teachers for inner city. Field work in Newark Jr./Sr. High School. A.B. degree first year. (possible) end of second - introduces training team concept (college school, team leader, 5-7 critic teachers/practice teacher interns).		300,000	300,000		40	36			
<u>Spanish Speaking Teacher Corps</u> Retraining and placement in teaching for Cuban and Puerto Rican trained professionals - designed to meet needs of Spanish speaking children in N.J. public schools - Special features have included outside of school remedial projects for children not in bilingual classes regularly.		200,000	220,000		69	132			
<u>U.E.C. Teacher Program</u> Inservice support for beginning inner city teachers - leads to M.A. - includes field supervision and courses conducted on-site.		104,000	100,000		100	124			

SUMMARY DATA - URBAN INSTITUTE PROGRAMS

Page 3 of 7

PROGRAM TITLE AND DESCRIPTION	FUNDING			TRAINING PARTICIPANTS			SERVICE RECIPIENTS		
	68-69	69-70	70-71	68-69	69-70	70-71	68-69	69-70	70-71
1969 Summer Institutes (UEC) <u>Pre-service experiences for</u> beginning inner city teachers.									
MSC Black History		32,000 40,000			12 42			80 TNY 120 East Orange School kids	
Trenton Jr. 3		56,000			49			200 Trenton kids	
Camden-Parkside		24,000			18			80 Camden kids	
1970 Summer Institutes (UEC) <u>Pre-service experiences for</u> inner city teachers in training.									
MSC			112,000						250 MSC student
Trenton Jr. 5			22,000						50 student
Camden-Parkside			24,000						80 student

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SUMMARY DATA - URBAN INSTITUTE PROGRAMS

Page 4 of 7

PROGRAM TITLE AND DESCRIPTION	FUNDING		TRAINING PARTICIPANTS			SERVICE RECIPIENTS			
	68-69	69-70	70-71	68-69	69-70	70-71	68-69	69-70	70-71
<u>MSC-Orange School Camp Project</u> Summer instructional camp project funded under Title I (Orange) for middle school students. Camp is at Harriman N.Y.; has been used for pre-service exposure for U.E.C. interns preparing for inner city teaching.		36,000	58,000		12 grad. 90 h.s.	18 grad. 180 h.s.			
<u>Special Student Services</u> Provides for supplementary services for special students. Project includes large unit of graduate assistants and instructors serving special students at Union College, storefronts in Elizabeth and Plainfield - includes bi-lingual unit. Also includes graduate training programs for participants.			165,000			30 g.a.'s			500 ment student 300 Union College student
<u>Inter-College Training Institute</u> Provides interpersonal and intergroup training for college and community needs.			30,000						

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SUMMARY DATA - URBAN INSTITUTE PROGRAMS

Page 5 of 7

PROGRAM TITLE AND DESCRIPTION	FUNDING			TRAINING PARTICIPANTS			SERVICE RECIPIENTS	
	68-69	69-70	70-71	68-69	69-70	70-71	68-69	69-70
L.O.F. - Educational Opportunity Fund Undergraduate program for financially and academically disadvantaged students - includes pre college guidance, college orientation, counseling, tutoring - seeks to assist students by effecting needed structural, instructional, and attitudinal changes in college.	134,000	287,000	531,000	74 (40) FT	227	499		
	107,000	102,000	106,000	60	72	60		
Upward Bound Summer and follow-up pre college for potential dropouts/ academic promise - participants recruited in Jersey City - includes college placement and "bridge" experience								
NOTE (1)								
Also funded 1966:-\$104,000.								
1967: 98,000.								
1968: 107,000.								
60 participants each year								

SUMMARY DATE - URBAN INSTITUTE PROGRAMS

Page 6 of 7

PROGRAM TITLE AND DESCRIPTION	FUNDING		TRAINING PARTICIPANTS		SERVICE RECIPIENTS	
	68-69	69-70	70-71	68-69	69-70	70-71
Faculty Awareness Institute Twelve Consecutive weekly workshops for faculty, students and community members - designed to bring about intergroup awareness, communication, and understanding.		13,000	10,000	75	200	
E.P.D.A. Institute Training program for supervisors of programs for disadvantaged students.		40,000	40,000	100	30	
MSC-NCAA Summer Sports Program Summer recreation project for Ventclair and Newark youth - features hot meal and training for competitive athletics.		25,000		200 H.S. / Jr. H.S.		
Horizons for Youth Inner city and suburban youth spent 4 to 6 weeks at ranch in Utah. Objectives are similar to Outward Bound - has been used for pre-service experience for inner city beginning teachers. Coordinated with South Brunswick School District.		68,000	80,000	10 45 H.S. Students	8 100 H.S. Students	

SUMMARY DATA - URBAN INSTITUTE PROGRAMS

Page 7 of 7

PROGRAM TITLE AND DESCRIPTION	FUNDING		TRAINING PARTICIPANTS			SERVICE RECIPIENTS	
	68-69	69-70	70-71	68-69	69-70	70-71	70-71
<u>Training Teachers for Community Colleges</u> (with Essex Co. College) 40 interns receiving teaching experience at Essex Co. Coll. and academic support through USC - features community service seminars coordinating community involvement of interns.			240,000			40	
<u>Title VII Bi-lingual Project</u> (with 5 school Consortium) Lakewood (LEA), Hoboken, Elizabeth, Camden, Paterson Montclair State represents the Higher Education Community in this operation - provides training and other academic support through B-2 Spanish Speaking Teacher Corps Project.			270,000				
Note: All monies in this project are processed through LEA							
<u>Paterson New Careers Project</u> <u>Training and academic support</u> for 60 New Careerists in Paterson - includes bi-lingual project under the Paterson Task Force.			80,000				60
Totals	330,000	1,502,000	2,528,000	188	1189	1477	3600
						1200	1240

EXHIBIT C

URBAN INSTITUTE

Date: April 1, 1970

Memorandum from: George G. King
To: Dr. Morehead
cc: Dr. Richardson

Re: Summary Interim Report of Academic Progress of Second Year Talent Research for Youth--Educational Opportunity Fund Students for first three semesters of Program.

You may recall that the first progress report on TRY-E.O.F. indicated concern for an obvious decline in the grade point averages earned in the Spring Semester, '68. Whereas a mean GPA of 2.02 had been recorded during the fall '68 semester when half of the program for each student was in special classes, the second semester's efforts yielded a GPA of only 1.65, just slightly above the 1.6 required for retention under normal catalogue regulations. Several reasons were offered as possible explanations: (more courses in the "regular" college areas; increased student involvement, extra effort to grade on regular college standards, etc.). None the less, the performance was cause for considerable concern.

59 of 74 students who were full-time during two or more of the three semesters just completed are in good standing with a cumulative GPA of 2.0 (only 1.8 is required for junior standing). Twenty-four will be full juniors by June '70 (a full year ahead of our original projections) merely by maintaining their current pace.

The report of academic progress in the first three semesters is very encouraging. 43 students are above 1.8 for 3 semesters; 33 are above 2.0; and 9 are 2.5 or better. In the semester just completed a total of 34 students averaged above 2.0; 15 students bettered the 2.5 level; 5 topped the 3.0 mark with grades of 3.10, 3.19, 3.38, 3.52, and 3.59. By comparison in the Spring of '69 only 16 students had grades of 2.0 or better. Of 32 students whose grades improved during the fall of '69, only two seem to be in any danger of failing.

Of 27 students whose grades declined this fall, 23 are still considered likely to make it, having exceeded the 1.6 criteria in the first year. 12 students in this group did, however, fall below the 1.8 level required for junior standing and are now being counseled intensively to try to get back on acceptable performance level.

For the three semesters, the 59 continuing students have earned an average of 36 credits; exactly equal to the minimum full time program allowable for "regular" students. Most of the students can graduate within four years of starting by attending one more summer. All are well within the original 5-year projection set at the date of admission.

Eleven students withdrew from the program during the semester just completed. Two left to get married, one was ill, one left to report

EXHIBIT D

Information about . . .

THE DIVISION OF URBAN PROGRAMS AND COMMUNITY SERVICES

MONTCLAIR STATE COLLEGE

Thomas H. Richardson, President

Created to . . .

- . . . centralize and support all urban and community service programs offered by the College.
- . . . design and implement new programs and approaches to meet the educational needs of urban/minority/disadvantaged students.
- . . . provide a single, flexible administrative structure which would mobilize and coordinate all available resources and enable the College to quickly respond to the critical needs of urban people.

* * * * *

THE DIVISION OF URBAN PROGRAMS AND COMMUNITY SERVICES is dedicated

- ++ to developing two-way communications between the College community and local leaders.
- ++ to directly involving the College in local programs concerned with human services and community affairs.
- ++ to coordinating College with other public and/or private aid to address community/College problems.
- ++ to recruiting minority students for College, to providing the supportive services needed to keep them in college, and to re-examining and revising curricula to meet their needs.
- ++ to assisting community residents who are not now in school to return to the mainstream of education.
- ++ to improving job placement and career aspirations of under-employed inner-city residents.
- ++ to training professional and paraprofessional workers needed to implement programs within the interests of the Division.

* * * * *

PROGRAMS OFFERED BY THE DIVISION OF URBAN PROGRAMS AND COMMUNITY SERVICES

E.O.F. (Educational Opportunity Fund) PROGRAM to aid 450 disadvantaged students at Montclair State College.

NATIONAL TEACHER CORPS program to train urban teachers through realistic classroom experiences in city schools in Newark.

EXHIBIT D (cont.)

UPWARD BOUND serves 90 Jersey City youth each year with summer and follow through programs.

T.R.Y. (Talent Research for Youth) has recruited and placed more than 2,000 students at Montclair State College and other colleges since 1967.

Programs offered by
THE DIVISION OF URBAN PROGRAMS AND COMMUNITY SERVICES

MONTCLAIR STATE COLLEGE

U.E.C. (Urban Education Corps) provides 160 urban teachers with training programs in the Trenton, Camden and Newark areas under a State Department of Education grant; more than half of the interns are from minority populations.

SPANISH-SPEAKING TEACHER CORPS provides training to 150 bilingual teachers and aides serving thousands of Spanish-speaking students in over 50 schools throughout the State.

SUMMER YOUTH SPORTS PROGRAM provides competitive games and recreation for more than 100 Newark and 100 Montclair community residents annually.

ORANGE CAMP PROJECT is a Title I program for the Orange School District and provides a summer educational camp experience for more than 100 students ages 10 to 14.

UTAH CAMP PROJECT is conducted with the South Brunswick School District and provides an Outward Bound type experience for 90 junior and senior high students annually.

FACULTY AWARENESS INSTITUTE brings faculty, students and adult community residents together in semester long interpersonal awareness workshops.

BLACK/WHITE/BROWN COMMITTEE grew out of the above institute and serves as a forum for the resolution of emerging problems; five all-day workshops involving more than 200 faculty, administrators and students led to the creation of campus ombudsmen and other changes within the college community.

INTER-COLLEGE TRAINING INSTITUTE provides group leadership training for professional College staff at Montclair and other nearby colleges and schools with community leaders.

SPECIAL SERVICES PROJECT provides special student personnel services to over 1,000 students at Montclair State and Union County Colleges.

SPANISH-ENGLISH FRESHMAN PROJECT provides bilingual instruction and counseling to Spanish-speaking freshmen ready for college level learning but without needed English competency; full credits enable students to advance at normal pace while mastering English.

NEWARK TEACHER AIDE-CAREER LADDER PROGRAM serves 32 Newark residents in cooperation with Essex County Community College.

PATERSON NEW CAREERS PROGRAM, conducted at the Neighborhood Learning Center in Paterson, serves 80 local residents who are working as teacher's and other community service aides.

PATERSON FOLLOW THROUGH offers academic support to teacher's aides working with disadvantaged children who have completed the Head Start program.

EXHIBIT D (cont.)

URBAN GRADUATE TRAINING PROGRAM serves 92 full time graduate students, recruited from minority/disadvantaged backgrounds; interns receive full financial support while working as tutor-counselors to disadvantaged students at New Jersey colleges and through community service organizations.

ADULT EDUCATION RESOURCE CENTER provides training for the teachers and administrators working in community Adult Education, Education for the Aging, Adult Basic Education, and High School Equivalency Programs.

THE EDUCATIONAL FOUNDATION FOR HUMAN SEXUALITY, THE CENTER FOR ECONOMIC EDUCATION and THE FOUNDATION FOR EDUCATION ON DRUG ABUSE provide on-site, in-service training for teachers in their respective areas.

For additional information about any of the above programs,
please write to:

Dr. George G. King, Vice Provost
Division of Urban Programs and Community Services
Montclair State College
Upper Montclair, New Jersey 07043

ANNUAL REPORT-1970

EDUCATIONAL FOUNDATION FOR THE STUDY OF DRUG PROBLEMS

I. General Summary:

The Educational Foundation for the Study of Drug Problems has functioned for the past year as an incorporate non-profit agency on the campus of Montclair State College. During the Fall the Foundation provided services to ten school systems, six adult education programs and five community groups. The primary program in the fall centered around the mandated State law requiring all teachers receive twelve hours of inservice training about drugs. The Foundation serviced ten school systems and worked with approximately 2,000 teachers. The United Community Fund of West Essex underwrote adult education programs in three communities and the Foundation operated the classes. Credit courses were offered in three school systems in the Fall. The Foundation also provided speakers for P.T.A. groups and community groups. The Montclair State College Personnel and Resident Hall Departments utilized the services of the Foundation for series of lectures to College Personnel staff and Student Resident Hall Aides.

II. Current and Future Perspectives:

Currently the Foundation is offering two credit courses for teachers, off-campus. A Campus Community Scholars course is being offered on the campus by the Foundation staff. A State Law Enforcement Program Agency project in Wayne, N.J. is being operated by the Foundation for police, citizens and educators.

Future plans include the submission of proposals to State and Federal agencies for Projects in the area of prevention and education about drug problems. A Workshop for school administrators is being discussed to determine strategies administrators might employ in the area of drug use and abuse.

ANNUAL REPORT-1970

EDUCATIONAL FOUNDATION FOR HUMAN SEXUALITY

I. General Summary (Programs):

A. NIMH Grant

George S. Rotter, Ph.D., Director of Research, was awarded \$35,962.00 from the National Institute of Mental Health for the first year's work of a 3-year study of "Sex Attitudes of Teachers." Funding began February 1, 1971. The total budget for the 3-year period exceeds \$120,000.

B. Courses

Classes for college credit in 1970-1971 were held off-campus in Parsippany-Troy Hills (2 courses); Dover; Park Ridge; Brick Township (2 courses). In addition to Ed. 436 and Ed. 601 held each summer, and again each semester on campus, Dr. Runden is conducting a seminar in Human Sexuality in the Campus Community Scholar Program. Mrs. Blanche is teaching a section of Ed. 436 also on campus.

C. Speaking Engagements

Since last year's report, Dr. Runden has filled nearly 20 speaking engagements including presentation at Rutgers, Jersey City State, and many others.

D. Examples of Consultation

Assisted in setting up programs at:

- Paterson program for unmarried pregnant girls.
- Brookdale Community College--Semester course in Human Sexuality.
- Ethical Culture Society of South Orange-Maplewood.
- Vernon Township, sex education curriculum.
- Fairleigh Dickinson, planned courses and furnished consultants.
- Graduate course in Social Work for Rutgers School of Social Work--Human Sexuality for Social Workers to be taught by Dr. John Seymour, June 7-18, 1971, 3 semester hours of credit.
- Course in Human Sexuality for Social Workers, Newark

E. Meetings and Conferences

- 9-12 April, 1970--Runden and Rotter, Hilton Hotel, Washington, D.C., American Association of Sex Educators and Counselors.
- 15 April, 1970--Runden, Green Briar Inn, North Brunswick, N. J., Health Education Council
- 17 June, 1970--The Foundation sponsored a Conference on Campus. Eminent speakers were: Alan F. Guttmacher, M.D.; Frederick J. Margolis, M.D.; Wardell B. Pomeroy, Ph.D.; and Ira Reiss, Ph.D. Each of these lectures was given a plaque by the Foundation.
- The Foundation plans to give annually one or two awards.
- 17 October, 1970--Runden, N. J. Health Education Council Meeting. American Hotel, Freehold

I. Dr. Rotter

American Psychological Association; article submitted to be read August 30, 1971--Preferred Family Constellation and Likelihood of Having an Additional Child. Abstracting for American Psychologist in area of Educational Research. (Gets materials regularly) Thesis adviser for psychology for several graduate papers and one thesis in human sexuality. Serves as consultant to several faculty members working on doctoral theses. Grant proposal on Preferred Family Constellation to National Institute of Child Health and Human Development.

J. Dr. Seymour

12 May, 1970--Problems of Elementary School Children, Woman's Club, Westfield; 3 November, 1970--Sex in our Society, Ethical Culture Center, South Orange-Maplewood; 12 November, 1970--Child Growth and Development, Pompton Lakes PTA; 1 December, 1970--Dilemma of a Teenager, Ethical Culture Center, South Orange-Maplewood; 26 January, 1971--Sex Education Talk at Lincroft--Brookdale Community College; S S Leonardo Da Vinci in the Caribbean from December 21, 1970 to January 2, 1971, (Problems of Human Sexuality; The Sexual Revolution; Teen-ager and Parents; Women's Liberation; Problem of Childhood); November 6; December 18, 1970; January 29, 1971; March 19, 1971--Lectures to senior medical students at the N.J. College of Medicine and Dentistry--Human Sexuality for the Medical Practitioner

ANNUAL REPORT-1970
FEDERAL GRANTS

Liaison with federal/state agencies is provided by the Office of Assistant to the President, with ancillary support derived from the Business Services division in which the position of Grants Administrator has been created. The following schema presents a complete profile of federal/state grants at Montclair State College for the calendar year 1970.

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FEDERAL AND STATE GRANTS (1)

Acct. #	Program	Grant Amount	Funded By
554			
200	National Defense Student Loans	\$220,613.	HEW
201	National Science Foundation	50,773.	NSF
206	Train Teachers of Handicapped	25,659.	HEW
211	College Work Study	60,075.	HEW
216	Adult Education	66,503.	HEW/STATE
222	Upward Bound	108,496.	HEW/STATE
223	English Scholarship	44,853.	HEW
227	Educational Opportunity Grant	83,075.	HEW
229	College Library Resource	11,583.	HEW
240	Law Enforcement	9,740.	FBI
249	Vocational Teacher Education Program	28,561.	STATE
255	Teachers Corps Program	180,691.	HEW
267	Urban Programs	338,265.	HEW
279	In-Service Institute in Modern Chemistry	5,121.	NSF
280	In-Service Institute in Mathematics	7,200.	HEW
282	Spec. Demonstration Project	88,000.	HEW
284	Education Professions Development Act Fell.	14,312.	HEW
285	Education Professions Development Act. Inst.	20,000.	HEW
286	Special Services for Disadv. Students	60,000.	HEW
287	Educational Computer Network	5,600.	NSF
438	Experienced Teacher Fellowship Program	31,415.	STATE
440	Home Economic Teacher Education	28,911.	STATE
441	Business Teacher Education Program	9,360.	STATE
445	Distributive Teacher Education	5,625.	STATE
447	Consumer Homemaking Program	7,752.	STATE
452	Distributive Education - Summer Program	6,250.	STATE
454	Training Employment Counselors	87,500.	STATE
455	Adult Education - Literacy Funds	10,000.	STATE
456	Project on Aging	22,500.	STATE
458	Supplementary Education Program Grant	67,000.	STATE
460	Adult Basic Education	4,987.	STATE
462	Communications Disorder Class	14,000.	Local Gov't.
500	Upgrading Theater Arts	6,594.	Ford Fnd.
503	Urban Education Corps	29,414.	N.J. Education
		<u>\$1,760,428.</u>	Consortium

HUD/HEW Assistance

Higher Education Facilities

HEW	Math/Science Bldg.	\$393,653.
HUD	Student Union Bldg. (Debt. Service Subsidy)	113,800.
HUD	Bohn Dormitory (Debt. Service Subsidy)	57,400.
		<u>\$564,853.</u>

(1) Derived by averaging the Fiscal Years
1970 and 1971

ANNUAL REPORT-1970

MEDIA SERVICES CENTER

I. General Summary:

The year 1970 saw the Audio-Visual Center go through many changes. Professor Thaddeus J. Sheft, Associate Director, took a leave of absence. David S. Fogg, graduate assistant for the academic year 1969-70, became a member of the Center staff in September 1970. The instructional phase of the Center's activities was separated from the Center and reorganized as the Department of Technology in Education in the School of Education in the Spring. This meant a loss of two full-time staff members, plus the loss of an additional person who had been hired to teach/assist in the Spring 1970 semester. The Essex County Film Library moved out of the Center area, leaving its room as offices for the Department of Technology in Education. This latter move, coupled with the loss of one of its studios to WVMS, the campus radio station, necessitated a complete re-allocation of Center resources and activities into a much restricted area, reducing the Center's physical facilities and, with that, some of its effectiveness. On September 1, 1970 the Center started operations for the academic year with a Director, a Production Supervisor, and a Head Technician. Meanwhile, student enrollment had increased, faculty had increased, and the College structure had been reorganized into six schools and a complex administrative set-up. On October 1, 1970, Mr. Joseph Tedino was added to the staff, to assist with the functioning of the basic services of the Center.

II. Selected Activities:

Activity-wise the year 1970 saw a decided improvement and expansion in the production of custom-made instructional materials; it also saw an upsurge in the use of video tape recording for instructional purposes; it saw the expansion of quality sound production in many areas (including Commencement), and a steady growth in the use of conventional materials of instruction.

Beginning with the late Fall, the Center made one more significant change, this time in its name. It is now the Media Services Center.

III. Future Perspectives:

During the year 1971 the Center looks forward to a definite expansion in television activities, continued improvement in basic services, a closer cooperation with extra-curricular activities, and the introduction of a campus-wide remote signal dispersal system, for audio and video.

The Center would also like to look forward to the conversion of College High School gymnasium into a broadcast quality television studio.

With the erection of New Jersey's Channel 50 transmitter on campus property and the possibility of a high quality studio (College High School gymnasium), a definite contribution to public broadcast television in New Jersey could be made.

ANNUAL REPORT - 1970

OFFICE OF REGISTRAR

ANALYSIS OF GRADUATION

In May, 1970, 1034 students graduated with a B. A. degree (Schedule I). Of the 1034 graduates, 38 finished their studies in August, 1969 (Schedule II); 93 finished their requirements in January, 1970 (Schedule III), and 903 (Schedule IV) completed their requirements, May, 1970. Of the total 1034 graduates, 866 applied for teacher certification. The remainder did not apply, or graduated with the liberal arts degree.

In May, 1971, we anticipate approximately 1200 graduates. Of that number 39 graduated in August, 1970, eight of which received their teaching certificates. The remainder did not apply for teacher certification or graduated liberal arts.

At the end of January, 1971, 824 students had applied for teacher certification. They still have until April 1. to make application for certification.

The registrar must certify all degree candidates by a thorough and complete evaluation of the academic record to determine if the students are meeting the graduation requirements. Since the requirements have changed, a careful evaluation is necessary.

SCHEDULE I

ANALYSIS OF GRADUATION

STUDENTS RECEIVING B. A. DEGREES 1969-1970

<u>Date</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
August, 1969	27	11	38
January, 1970	44	49	93
May, 1970	<u>309</u>	<u>594</u>	<u>903</u>
Totals	380	654	1034

SCHEDULE II

ANALYSIS OF GRADUATION

DISTRIBUTION BY DEPARTMENTS

AUGUST, 1969

<u>Department</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Business Education	1	1	2
Distributive Education	1	1	2
English	2	1	3
Fine Arts	3	0	3
Foreign Languages			
French	0	1	1
Spanish	2	0	2
Home Economics	0	2	2
Industrial Arts	8	0	8
Mathematics	2	1	3
Music	1	0	1
Physical Education and Health	1	0	1
Science	4	0	4
Social Sciences	1	1	2
Speech	<u>1</u>	<u>3</u>	<u>4</u>
Totals	27	11	38

SCHEDULE III

ANALYSIS OF GRADUATION

DISTRIBUTION BY DEPARTMENTS

JANUARY, 1970

<u>Department</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Business Education	6	6	12
Distributive Education	1	0	1
English	4	13	17
Fine Arts	2	5	7
Foreign Languages			
French	0	3	3
Spanish	1	1	2
Home Economics	0	6	6
Industrial Arts	3	0	3
Mathematics	5	5	10
Music	1	0	1
Physical Education and Health	4	0	4
Science	6	1	7
Social Studies	9	6	15
Speech	<u>2</u>	<u>3</u>	<u>5</u>
Totals	44	49	93

SCHEDULE IVANALYSIS OF GRADUATION
DISTRIBUTION BY DEPARTMENTS

MAY, 1970

<u>Department</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Business Education	35	44	79
Distributive Education	7	6	13
English	28	80	108
Fine Arts	15	29	44
Foreign Languages			
French	7	60	67
German	0	5	5
Latin	2	9	11
Spanish	10	56	66
Home Economics	0	71	71
Industrial Arts	41	0	41
Mathematics	27	59	86
Music	15	21	36
Physical Education and Health	36	54	90
Science	31	30	61
Social Studies	48	37	85
Speech	7	33	40
Totals	309	594	903

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OFFICE OF REGISTRATION

I Registration

- A. Pre-registration - distribute - 11,000 per year
 - collect - 11,000 per year
 - process course changes for cancelled and oversubscribed courses - 4000 per year
- Hand Schedule - 400 per year
- Prepare transfer and readmit registration
- Prepare freshman registration booklet for 1500 freshmen per year
- B. Mail Registration - prepare six plus item registration packets - 11,000 per year
 - mail packets to student - 11,000 per year
- C. Change of Program - process course changes - 20,000 per year
- D. Class Lists - distribute to faculty - 2300 per year
 - distribute corrected copy - 2300 per year
 - distribute w/cards for grades - 2300 per year
 - distribute for posting - 2300 per year
 - collect grades - 66,000 per year
- E. Grade Reports - enter on permanent records - 11,000 per year
 - send to student - 11,000 per year
 - send to department chairmen, advisor, student personnel - 33,000 per year

II Records

- A. Permanent Records, Folders, and Student Master Cards - produce 1500 new records per year
 - change files to Add: transfers, readmits, freshmen, Chico Ex.
 - And Drop: withdrawals, graduates, Chico Ex., Study Abroad
- B. Transcripts - official transcripts - 5000 per year
 - placement - 3000 per year
 - teacher certification - 1000 per year
 - college offices - 1000 per year
 - Registrar - 2000 per year
- C. Graduate - prepare diplomas for 1200 graduates
- D. Changes in information on student records - changes in major - 1000 per year
 - changes in name and/or address - 500 per year
- E. Miscellaneous - process student WD from college
 - process pass/fail applications
 - issue enrollment statistics
 - issue student semester hour report
 - issue enrollment directories
 - verify attendance of students and alumnae
 - notification to selective service
 - processing grade changes and incompletes (2000 per year) manually

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E. Miscellaneous (cont'd)

- prepare College Calendar
- verify State Scholarship Voucher
- prepare material for Academic Review Committee
- prepare did not register list

A new registration system has been implemented during the past year. The new system includes such features as time and professor selection capabilities. In addition, the program automatically moves the student to a different section of the same course if his first selection is overfilled. Further, the student can make alternate selections for every course and receives the alternate if he cannot get some section of his first choice.

Face 1970

COURSE	CODE	FRESHMAN			SOPHOMORES			JUNIORS			SENIORS			GRAND TOTALS		
		Men	Women	Total Class	Men	Women	Total Class	Men	Women	Total Class	Men	Women	Total Class	Men	Women	Total Class
Admitted	00	208	228	436	100	72	172	25	16	41	8	12	20	341	328	669
Cultural	09	0	0	0	0	1	1	0	1	1	0	0	0	0	2	1
Educ. TE	10	5	17	22	37	26	63	48	67	115	49	72	121	139	182	321
Eng. TE	11	6	2	8	6	3	9	9	10	19	18	16	34	39	31	70
Adminis.	12	64	5	69	38	7	45	65	4	69	7	2	9	174	18	192
Sh. TE	20	0	0	0	0	0	0	35	66	101	37	80	117	72	146	219
Sh. TE	21	0	0	0	0	0	0	10	29	39	13	36	49	23	65	88
Sh	22	22	72	94	24	104	128	16	18	34	9	24	33	71	218	289
Sh & Theater	23	13	46	59	16	34	50	1	14	15	2	7	9	32	101	133
Arts TE	24	8	21	29	9	46	55	17	35	52	18	56	74	52	158	232
Ec. TE	26	1	56	57	0	62	62	0	79	79	0	140	140	1	337	338
Educ. TE	28	16	0	16	47	1	48	39	0	39	60	0	60	162	1	163
Sh TE	41	0	0	0	0	0	0	8	23	31	4	51	55	12	74	86
Sh TE	42	0	0	0	0	0	0	3	6	9	2	13	15	5	19	24
Sh	43	7	73	80	4	49	53	3	13	16	2	5	7	16	140	156
Sh TE	44	0	4	4	0	5	5	3	6	9	0	10	10	3	25	28
Sh TE	46	0	0	0	0	0	0	19	42	61	12	44	56	31	86	117
Sh	47	9	40	49	8	41	49	1	13	14	3	3	6	21	97	118
Sh	48	12	36	48	3	9	12	0	1	1	0	1	1	15	47	62
Sh TE	50	0	0	0	0	0	0	32	46	78	52	61	113	84	107	191
Sh TE	51	69	142	211	27	80	115	23	10	33	6	23	29	125	263	388
Sh TE	60	19	11	30	28	25	53	19	19	38	24	34	58	90	89	179
Relig.	63	0	0	0	4	1	5	3	0	3	0	0	0	7	1	8
Relig.	65	6	11	17	15	28	43	35	25	60	11	11	22	67	75	142
Educ. TE	74	42	0	42	40	0	40	53	0	53	74	0	74	209	0	209
Educ. TE	75	0	27	27	0	47	47	0	46	46	0	49	49	0	169	169
Eng. TE	80	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Eng. TE	81	0	0	0	0	0	0	21	15	36	17	39	56	38	54	92
Eng. TE	82	0	0	0	0	0	0	5	7	12	14	10	24	19	17	36
Eng. TE	83	0	0	0	0	0	0	2	1	3	5	0	5	7	1	8
Eng. TE	84	0	0	0	0	0	0	4	5	9	3	1	4	7	6	13
Eng. TE	85	11	35	46	29	25	54	16	13	29	9	9	18	65	82	147
Eng. TE	86	11	5	16	7	4	11	10	1	11	4	3	7	32	13	45
Eng. TE	87	1	0	1	7	0	7	2	0	2	1	0	1	11	0	12
Eng. TE	88	2	3	5	2	1	3	0	0	0	0	0	0	4	4	8
Eng. TE	90	0	0	0	0	0	0	50	35	85	64	49	113	114	84	198
Eng. TE	92	15	0	15	6	0	6	2	0	2	1	3	4	24	3	27
Eng. TE	94	39	11	50	69	42	111	28	7	35	20	17	37	156	77	233
Eng. TE	95	1	0	1	13	2	15	6	2	8	2	2	4	22	6	28
Eng. TE	96	0	3	3	4	11	15	11	13	24	3	6	9	18	33	51
Eng. TE	97	0	9	9	1	15	16	1	11	12	1	0	1	3	35	36
		587	857	1444	544	749	1293	625	699	1324	555	890	1445	2311	3195	5506

CITY	CODE	FRESHMEN			SOPHOMORES			JUNIORS			SENIORS			GRAND TOTALS		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Ac	01	2	8	10	4	5	9	8	12	20	8	7	15	22	32	54
n	03	102	148	250	97	142	239	123	119	242	125	175	300	447	589	1036
gton	05	8	17	25	3	8	11	2	9	11	3	17	20	16	51	67
n	07	6	15	21	3	6	9	7	3	10	4	11	15	20	35	55
May	09	2	0	2	0	4	4	2	3	5	2	5	7	6	12	18
erland	11	3	7	10	0	5	5	2	7	9	3	3	6	8	22	30
	13	171	198	369	168	200	368	167	177	344	144	203	347	642	779	1421
ester	15	0	6	6	2	4	6	2	5	7	3	6	9	7	21	28
n	17	47	66	113	33	32	65	40	24	64	33	46	79	153	168	321
rdon	19	0	5	5	1	1	2	0	1	1	0	2	2	1	9	10
r	21	5	10	15	0	3	3	7	4	11	4	5	9	10	22	32
essex	23	31	57	88	28	45	73	31	39	70	29	46	75	119	187	306
outh	25	32	41	73	24	43	67	21	33	54	22	37	59	99	154	253
s	27	19	58	77	32	53	85	49	50	99	20	57	77	120	210	330
	29	12	15	27	10	16	26	12	17	29	13	20	33	47	68	115
ic	31	97	133	230	94	99	193	82	92	174	72	119	191	346	442	788
	33	0	1	1	2	3	5	0	6	6	2	6	8	4	10	14
set	35	6	7	13	9	11	20	14	14	28	14	21	35	43	53	96
x	37	5	7	12	0	3	3	4	8	12	7	9	16	10	27	37
	39	32	50	82	25	48	73	39	58	97	40	65	105	130	221	355
n	41	1	4	5	1	6	7	2	9	11	3	14	17	7	33	40
of-State	99	6	4	10	8	12	20	11	9	20	4	16	20	29	41	70
		587	857	1444	544	749	1293	625	699	1324	555	890	1445	2311	3195	5506

ENROLLMENT IN TEACHER EDUCATION PROGRAMS FALL 1970

REPORT	CODE	FRESHMEN			SOPHOMORES			JUNIORS			SENIORS			GRADUATES		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Ed. Educ. TE	10	5	17	22	37	26	63	48	67	115	49	72	121	139	182	321
Distrib. Ed. TE	11	6	2	8	6	3	9	9	10	19	18	16	34	39	31	70
English TE	20	0	0	0	0	0	0	35	66	101	37	80	117	72	146	218
Speech TE	21	0	0	0	0	0	0	10	29	39	13	36	49	23	65	88
La. Arts TE	24	8	21	29	9	46	55	17	35	52	18	56	74	52	158	210
Ed. Ec. TE	26	1	56	57	0	62	62	0	79	79	0	140	140	1	337	338
Bus. Educ. TE	28	16	0	16	47	1	48	39	0	39	60	0	60	162	1	163
Teach. TE	41	0	0	0	0	0	0	8	23	31	4	51	55	12	74	86
German TE	42	0	0	0	0	0	0	3	6	9	2	13	15	5	19	24
Latin TE	44	0	4	4	0	5	5	3	6	9	0	10	10	3	25	34
Spanish TE	46	0	0	0	0	0	0	19	42	61	12	44	56	31	86	117
French TE	50	0	0	0	0	0	0	32	46	78	52	61	113	84	107	191
Italian TE	60	19	11	30	28	25	53	19	19	38	24	34	58	90	89	179
Bus. Ed. TE	74	42	0	42	40	0	40	53	0	53	74	0	74	209	0	209
Bus. Ed. TE	75	0	27	27	0	47	47	0	46	46	0	49	49	0	169	169
Finance TE	80	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Psychology TE	81	0	0	0	0	0	0	21	15	36	17	39	56	38	54	92
History TE	82	0	0	0	0	0	0	5	7	12	14	10	24	19	17	36
Physics TE	83	0	0	0	0	0	0	2	1	3	5	0	5	7	1	8
Chem. Scie. TE	84	0	0	0	0	0	0	4	5	9	3	1	4	7	6	13
Stud. TE	90	0	0	0	0	0	0	50	35	85	64	49	113	114	84	198
		97	138	235	167	215	382	377	537	914	466	762	1228	1107	1652	2759

ENROLLMENT IN ARTS AND SCIENCE PROGRAMS FALL 1970

DEPT	CODE	FRESHMAN			SOPHOMORES			JUNIORS			SENIORS			GRAD TOTALS		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Admitted	00	208	228	436	100	72	172	25	16	41	8	12	20	341	328	669
Cultural	09	0	0	0	0	1	1	0	1	1	0	0	0	0	2	2
Adminis.	12	64	5	69	33	7	45	65	4	69	7	2	9	174	18	192
Bus	22	22	72	94	24	104	128	16	13	34	9	24	33	71	218	289
Ed & Theatre	23	13	46	59	16	34	50	1	14	15	2	7	9	32	101	133
Ed	43	7	73	80	4	49	53	3	13	16	2	5	7	16	140	156
Ed	47	9	40	49	8	41	49	1	13	14	3	3	6	21	97	118
En	48	12	36	48	3	9	12	0	1	1	0	1	1	15	47	62
En	51	69	142	211	27	80	115	23	10	33	6	23	29	125	263	388
Ed & Relig.	63	0	0	0	4	1	5	3	0	3	0	0	0	7	1	8
Ecology	65	6	11	17	15	28	43	35	25	60	11	11	22	67	75	142
Ecology	85	11	35	46	29	25	54	16	13	29	9	9	18	65	82	147
Ecology	86	11	5	16	7	4	11	10	1	11	4	3	7	32	13	45
Ecology	87	1	0	1	7	0	7	2	0	2	1	0	1	11	0	11
Ecology	88	2	3	5	2	1	3	0	0	0	0	0	0	4	4	8
Ecology	92	15	0	15	6	0	6	2	0	2	1	3	4	24	3	27
Ecology	94	39	11	50	69	42	111	23	7	35	20	17	37	156	77	233
Ecology	95	1	0	1	13	2	15	6	2	8	2	2	4	22	6	28
Ecology	96	0	3	3	4	11	15	11	13	24	3	6	9	18	33	51
Ecology	97	0	9	9	1	15	16	1	11	12	1	0	1	3	35	36
		490	719	1209	377	534	911	248	162	410	89	128	217	1204	1543	2747

OFFICE OF THE DIRECTOR
UNITED STATES DEPARTMENT OF AGRICULTURE

WASHINGTON, D. C.

Mr. P. H. Peterson

Dear Sir:

Enclosed is a copy of the report of the Committee on the State of the Union, 1911.

The first part of the report contains a general statement of the work of the Department during the year. The second part contains a list of the various projects of work which are being carried on by the Department.

The third part contains a list of the various projects of work which are being carried on by the Department. The fourth part contains a list of the various projects of work which are being carried on by the Department.

Very truly,
Sincerely,
Director

STUDENT SEMESTER HOUR REPORT

Semester Fall

Year 1970

SCHOOL

SEMESTER HOURS

A. School of Applied Arts and Sciences:

Business	3363.5
Distributive Education	765.0
Home Economics	3725.0
Industrial Education	1353.0
Physical Education	4127.0
Total	13,333.5

B. School of Fine and Performing Arts:

Speech and Theater	3127.0
Fine Arts	3699.0
Music	2572.0
Total	9,398.0

C. School of Humanities:

English	9063.0
Greek	33.0
Swahili	33.0
Classics	47.0
Linguistics	325.0
French	2503.0
German	805.0
Latin	250.0
Russian	204.0
Spanish	2872.0
Italian	585.0
Philosophy & Religion	2679.0
Total	19,399.0

D. School of Mathematics & Science:

Mathematics	6533.0
Science	1449.0
Biology	3046.0
Chemistry	2236.0
Physics	1232.0
Earth Science	1406.0
Total	15,902.0

E. School of Social & Behavioral Sciences:

Psychology	5644.0
Social Science	246.0
Anthropology	1509.0
Economics	1455.0
Geography	1110.0
History	6912.0
Political Science	1551.0
Sociology	2505.0
Speech Pathology & Audiology	1098.0
Total	22,030.0

F. School of Education:
Education

Total $\frac{5386.0}{5,386.0}$

G. Library Science:
Library Science

Total $\frac{85.0}{85.0}$

Student Teaching:

Total $\frac{2388.0}{2,388.0}$

Grand Total 87,921.5

STUDENT SEMESTER HOUR REPORT
STUDENT TEACHING

Semester Fall

Year 1970

DEPARTMENT	Number of Stdnts. 4 S.H. & S.H.		Total S.H.	S.H. Accredited to Major Dept.	S.H. Accredited to Educ. Dept.
BUSINESS ED.		26	208	104	104
INDUSTRIAL ED.		2	16	8	8
ENGLISH		30	240	120	120
SPEECH		2	16	8	8
FINE ARTS	2	46	376	188	188
ECONOMICS	1	34	276	138	138
INDUSTRIAL ED.		41	328	164	164
FRENCH		3	24	12	12
SPANISH		3	24	12	12
MATHEMATICS		50	400	200	200
PHYSICAL ED.		36	288	144	144
CHEMISTRY		2	16	8	8
SOCIAL STUDIES		17	136	68	68
LABORATORY		5	40	20	20
TOTALS	3	297	2388	1194	1194

TOTAL NUMBER OF STUDENTS 300

TOTAL NUMBER OF SEMESTER HOURS 2388

Completed by P.W. Ferguson Checked by _____ Date 12/8/70

For

Form Revised 12/8/70

ANNUAL REPORT-1970

SCHEDULING OFFICE

I. General Summary:

The Director of Scheduling reports to the Executive Vice President and Provost and his office is responsible for the preparation of the Master Schedule of Courses for the Fall and Spring semester of each academic year. Mr. Jesse Young, who joined the Scheduling Office in June of 1969, has been totally involved in as many aspects of the office as possible and has gradually assumed general responsibility for routine office operations, thereby freeing the Director to concentrate on the building of the Master Schedule, which requires numerous meetings with Vice President, Deans, Chairmen, and the Director of the Computer Center.

A. Student Information System

During 1970, the Scheduling Office participated in the implementation of the Scheduling and Registration Modules of the new student information system adopted by the state college system. Unfortunately, scheduling officers were not involved in the critical early development stages and numerous difficulties have resulted. However, the system has several important advantages, namely, that it permits students to select actual course sections identified by hours, days and professor, and also it permits students to request alternate course selection on an individual basis which is processed by the computer as part of the program, rather than a long manual process.

B. Building of the Master Schedule of Courses

The Scheduling Office presents a computer printout of the corresponding semester from the previous year to the Deans and Chairmen. This data is intended as a working guideline and Department Chairmen review this plus any current statistics available and work through the Deans with the Director of Scheduling to update departmental offerings, with respect to faculty assignments, number and size of sections, deleted courses and new courses. This is then analyzed by the Director of Scheduling in relationship to the total college picture and modifications are made to insure the efficient utilization of resources, blended with the sincere desire to meet student needs.

This information is then processed on appropriate forms in the Scheduling Office and forwarded to the Computer Center for insertion into the master data base file.

C. Tentative Course Offerings Booklet

The Computer Center processes scheduling data for insertion into the master file and prepares an updated master schedule which is proof-read by the Scheduling Office. The final document is then run off from the computer program, returned to the Scheduling Office which makes every effort to add those descriptive notes requested by the Chairmen, and this document is then sent to the printer for preparation as the booklet from which students will register.

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D. Finalization of Course Offerings

Tally figures from the registration are distributed by the Scheduling Office on a computer printout to the Deans and Chairmen. The Director of Scheduling meets with the Deans and Chairmen, reviews this data with them and decisions are reached on the final information which is to make up the Master Schedule. This is then processed on our forms and forwarded to the Computer Center for updating of the master data base file.

E. Computer Scheduling Runs

The Director of Scheduling is available to the Computer Center for all scheduling runs and serves as the resource person for scheduling data fed into the computer.

F. Additional Clerical Duties

1. Preparation and distribution of Master Course Schedules.
2. Preparation, revision, and maintenance of faculty schedules and faculty service reports.
3. Preparation, revision, and maintenance of classroom schedules during normal hours of the undergraduate program.

G. Final Examination Schedule

1. The Scheduling Office prepares and distributes a Final Examination Schedule each semester, under the supervision of Mr. Jesse J. Young.

H. Statistics

1. The Director of Scheduling when humanly possible maintains and distributes on request to appropriate offices statistical summaries such as room utilization which for Fall 1970 compared very favorably with the 75% specified in the Department of Higher Education "Facility Approval Procedures." A copy of room use, Spring 1971, is attached.

I. Evaluation and Progress Meetings

1. The Director of Scheduling is available to meet as often as required with the President, three Vice Presidents, Deans and Chairmen.

J. Space Facilities Committee

1. The Director of Scheduling is a member and participates in their meetings and recommendations.

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K. Evening Division

The Director of Scheduling lists evening faculty assignments and coordinates room assignments.

L. Director of Facilities

The Director of Scheduling is in close contact with Director of Facilities and his constant evaluation of our physical resources.

O. College High School

The Director of Scheduling coordinates schedule and activities of College High with Dr. Castens.

P. Individual Student Schedule Periods & Opening of Classes

The Director of Scheduling assists the Registrar's Office during the drop and add period, the opening week of classes, and in the processing of pre-registration data to the Computer Center.

Q. Campus Community Scholar Program

The Director of Scheduling met with representatives of the CCSP and attempted to meet their needs by scheduling their offerings and blending them in with college wide offerings.

R. Professional Meetings and Visitations

The Director of Scheduling visited several colleges at his own expense to review scheduling procedures. Approval to attend the meeting of the American Association of Collegiate Registrars and Admissions Officers was denied due to a lack of travel funds.

S. Evaluation and Projections

The Spring 1971 schedule process revealed a number of desirable changes in the student information system which have been requested from the Computer Center. One major problem was that there were 1,291 student originated errors in the Spring 1971 schedule materials. Despite this, 3,624 students out of 5,311 processed received complete first choice schedules.

A major project for 1971 is the establishment of a flow chart calendar of critical deadlines, and the creation of administrative techniques to apply pressure and require accountability when necessary to prevent a breakdown in the process.

ANNUAL REPORT 1970II. Duties performed by secretary of the Scheduling Office for calendar year 1970

1. Make up Faculty & Room Chart blanks.
2. Make up Master Course Cards.
3. After information is set, incorporate on Master Course Cards.
4. Proof-read material for and from Computer Center.
5. Type Master Course List from cards for duplication and distribution to academic departments and all offices in need of same.
6. Type 5x3 index cards for each section with questions regarding final examinations. These are to go to the instructors for their answers. When they are returned they must be arranged in various categories in preparation for the scheduling of the Final Examinations.
7. Make up day-by-day work sheets to work Final Exams on.
8. Type Final Examination and Covering Letter.
9. Make up Room Vacancy Chart.
10. Making changes in schedule and keeping faculty schedules, room charts, Master Course List, Master Course Cards up-to-date because of said changes.
11. Send out either addendums or memos regarding changes in scheduling.
12. Typing & filing of all correspondence, inter-office memos and reports.
13. List of sections with instructor who is teaching same.
14. After information has been set for scheduling, incorporate same on faculty schedules and room charts.
15. Reserving rooms for meetings, etc.
16. After receiving Evening Division assignments from Mr. Butler, incorporate on faculty schedules and room charts.

SPRING 1971

BLOCK 62

GENERAL CLASSROOMS UTILIZATION*

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8	41 (66%)	35 (56%)	38 (61%)	34 (54%)	37 (59%)	3 (4%)
9	59 (95%)	54 (87%)	50 (80%)	56 (90%)	49 (79%)	5 (8%)
10	59 (95%)	58 (93%)	54 (87%)	57 (91%)	58 (93%)	11 (17%)
11	60 (96%)	55 (88%)	52 (83%)	57 (91%)	52 (83%)	6 (9%)
12	56 (90%)	55 (88%)	57 (91%)	53 (85%)	52 (83%)	1 (1%)
1	60 (96%)	56 (90%)	57 (91%)	51 (82%)	52 (83%)	*Based on 61 general classrooms plus C-121, an A-V classroom used for all A-V courses and for others only when necessary.
2	59 (95%)	54 (87%)	57 (91%)	55 (88%)	54 (87%)	
3	43 (69%)	54 (87%)	42 (67%)	53 (85%)	44 (70%)	
4	34 (54%)		34 (54%)	22 (35%)	27 (43%)	
5	47 (75%)	39 (62%)	40 (64%)	45 (72%)	17 (27%)	

LAB, STUDIOS & AUDITORIUMS

BLOCK 60

SPRING 1971

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8	23 (38%)	22 (36%)	24 (40%)	23 (38%)	22 (36%)	3 (5%)
9	33 (55%)	37 (61%)	36 (60%)	38 (63%)	32 (53%)	3 (5%)
10	38 (63%)	38 (63%)	37 (61%)	34 (56%)	27 (45%)	4 (6%)
11	33 (55%)	33 (55%)	37 (61%)	30 (50%)	33 (55%)	3 (5%)
12	22 (36%)	24 (40%)	26 (43%)	22 (36%)	20 (33%)	1 (1%)
1	33 (55%)	34 (56%)	36 (60%)	31 (51%)	27 (45%)	
2	40 (66%)	38 (63%)	36 (60%)	36 (60%)	28 (46%)	
3	29 (48%)	31 (51%)	34 (56%)	32 (53%)	18 (30%)	
4	17 (28%)		21 (35%)	22 (36%)	11 (18%)	
5	15 (25%)	11 (18%)	16 (26%)	16 (26%)	4 (6%)	

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STUDENT TEACHING AND PLACEMENT

I. General Summary:

The Student Teaching and Placement Office is responsible for carrying out two major functions which, although distinctly separate in their operations, are related in their services to students and to the public schools in New Jersey. In student teaching, major responsibilities include the assignment of student teachers to cooperating schools, the coordination of supervision by college staff, the preparation and distribution of explanatory materials to cooperating teachers and schools, the final evaluation of student performance. Placement responsibilities include four major services: preparing credentials for job candidates, notifying school administrators of available candidates, bringing administrators and students together for on-campus interviews and career counseling. The office services both graduating seniors and alumni. The office staff consists of two professional employees and two full-time secretaries supplemented by approximately 55 hours weekly of student assistance.

II. Student Teaching:

A. Statistical Summary

More than 1,000 seniors completed student teaching under the auspices of the office, representing an increase of about 15% over the previous year. Despite efforts to centralize student teaching in fewer schools, the logistics of student travel and local school policy required the use of close to 300 different schools in almost 200 school systems. We have found that few schools will accept more than three or four students during the same period from one teacher preparing institution. About 1,500 cooperating teachers assisted with supervision as well as approximately 125 college supervisors. To locate suitable cooperating schools required the office to make approximately 2,200 written requests or about $2 \frac{1}{5}$ requests per student teacher. Annually, about 50% of the students are accepted by the first school requested but, as the school year progresses, assignment becomes increasingly difficult and the last 5% may require up to twenty or more requests before final assignment is made.

B. Performance of Student Teachers

Annually, approximately 95% of all student teachers receive final grades of "A" or "B" based upon composite marks from the cooperating teacher and the two college supervisors and this pattern was repeated during the current year. No failures were reported. However, the number of students who withdrew without penalty prior to completing the program totaled 17, a sharp increase over the previous year but not excessive in view of the total number participating.

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C. Innovative Features

1. Professional Semester - During the fall semester the office assumed responsibility for setting up four centers in which the School of Education could carry out its program for the professional semester. To assure maximum cooperation and understanding by the schools, the Director and Assistant Director met with superintendents, principals, and other administrative staff in the separate systems. Special orientation materials were also prepared for teacher, administrator and student use.
2. Added Service to Departments - Local schools usually require that all requests for opportunities for student observation be made through the Student Teaching Office. Both the Health Education and Fine Arts Departments at the College are in the process of developing extensive observation and field trip programs and have utilized our office extensively for this purpose. Approximately 14 school systems have become affiliated in these programs which have required numerous personal visits by the Director and Assistant Director to promote the programs and to clarify procedures.
3. Cooperation with state wide programs. In cooperation with the Association of Teacher Educators, the Office participated in two workshops designed to improve the effectiveness of cooperating teachers. A one day workshop held in New Brunswick explored the meaning for teacher educators of the British version of the open school; a second at Long Branch brought together several specialists in multi-media presentations. The Assistant Director has been extremely active in planning and implementing these workshops.

D. Future Plans

1. Pre-service Program - The time made available through adoption of the revised calendar will make possible a planned pre-service program for student teachers, cooperating teachers and supervisors. Scheduled for the week prior to student teaching, the curriculum will include planned orientation visits to schools and combined meetings of cooperating teachers, college supervisors and student teachers. Simulated teaching situations, interaction analysis, and the Taba Teaching Strategies will be utilized.
2. Specific project solution. A series of one-day clinics for cooperating teachers to solve current problems in the student teaching program is planned. At these clinics specific questions will be identified and an attempt made to arrive at solutions. Pilot projects have indicated that this method will receive support from public schools and can be successful in such areas as: revising the marking system; developing more comprehensive and functional evaluative techniques; revision of the orientation handbook. The number of participants in any one workshop will not exceed 25; a total of six is being planned for the academic year.

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3. New roles for the cooperating schools. Now in the planning stage a proposal is being drawn up which will attempt to transfer much of the responsibility for supervision of student teaching to the school in which the student is learning. Essentials of the proposal include assignment of a coordinator by the local school system, greater concentration of student teachers in fewer schools, greatly diminished visitation by college supervisors. Implicit in the formulation of the proposal is a willingness by public schools to accept responsibility for the preparation of teachers and an acknowledgement that on-the-spot supervision can be exercised more effectively by the cooperating teacher and local coordinator than by a college supervisor. Implicit also is the necessity and readiness of the College to seek a new role in the preparation of teachers.

III. Placement and Career Planning:

The Placement Office offers its services without charge to all alumni, graduating seniors, and any person who has previously completed a minimum of 12 semester credit hours at the College.

A. Statistical Summary

From among the graduating class of 1970, in excess of 90% registered with the office; about 500 alumni also were served during the year. The number of credentials prepared and mailed in support of job applications totalled 3,138 about evenly divided between June graduates and alumni and other registrants. Although an accurate account of the number of different teaching positions listed is impossible to maintain due to prevailing practice among administrators of listing the same job periodically until the position has been filled, an estimated 3,500 positions in grades 1-12 were reported. In addition, some 40 administrative public school positions of various kinds were reported, including principalships, school business managers, superintendencies. No record is kept of out-of-state openings, however, the number appeared to decline. The number of college and university job openings remained small, as in previous years; no systematic attempt has been made to solicit this type of position.

B. Occupational Status of June Graduates

The following table shows the occupational status, by percent, of the 923 June graduates for whom accurate information could be obtained.

	<u>MEN</u>	<u>WOMEN</u>	<u>TOTAL</u>
Teaching	50.9	62.8	59.1
Otherwise			
Gainfully	13.3	13.4	13.4
Employed			
Graduate Study	13.6	5.1	8.2
Military	12.4	----	4.7
Homemaking	----	4.1	2.6
Others	----	----	12.0

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In comparison with the preceding three years certain occupational patterns have shifted sharply. The number of graduates entering immediately into teaching, from an average of about 75%, has dropped to 59.1%. The number accepting non-teaching jobs has climbed to 13.4% from an average of about 8.5%. Military service almost tripled. For the first time since these categories were established in 1959 for reporting purposes a significant number of recent graduates were still seeking employment after the school year had begun. The shift away from teaching seems to have been due primarily to lack of acceptable job offers although the desire to seek a non-teaching career seems to have been present to some degree. Somewhat surprisingly, the slow but steady drift in recent years to graduate school did not continue this year, the percent (8.2) being no more than last year. As usual a higher percentage of men than women chose to continue with further study. A total of 533 took teaching positions within New Jersey; an additional 15 graduates moved into teaching positions out of state.

C. Graduate Study

A total of 76 graduates - 46 men and 30 women - entered immediately upon graduate study in 28 different institutions throughout the country including such widely scattered locations as Texas Tech., University of Minnesota, Indiana University. Of the total, 29 enrolled at Montclair State, 5 at Rutgers, 4 at New York University with no more than 2 graduates at any of the remaining institutions. As the college graduates an increasing number of students not committed to public school teaching it seems likely that the trend to graduate school will necessarily gain momentum. Accordingly, some means should be found to counsel such students on selection of institution, availability of financial aid, and likelihood of acceptance. A tentative attempt begun last year to set up an occupational file in the Student Teaching and Placement Office could not be continued due to lack of personnel, space, and funds. Somehow this need should be met, either through some centralized office which could be attached to Placement, or the Dean of Students' Office or, more preferably through specific staff assignment in each of the academic disciplines since faculty members are usually conversant with the requirements of graduate study and willing to be of assistance.

D. Job Interview Program

Since a job offer must invariably be preceded by an interview with a responsible administrative representative, the office has made great efforts to encourage campus interviews and this service probably represents our greatest value to our job candidates. The bulk of these interviews take place during several afternoons in early March at which time the student has progressed sufficiently in his student teaching to be assured of the quality of his performance and the administrator is reasonably sure of his job needs for the coming year. Approximately 300 administrators from 110 school systems came to the campus in this program and conducted some 1,900 interviews with almost 500 student applicants. An additional 25 systems scheduled campus visitations at various other times during the year. Over 20 systems cancelled their scheduled visits due to lack of sufficient student interest to justify the visit. Bi-annual evaluations of these visitation programs have indicated that they hold wide appeal among administrators and great value for the student. Lack of physical space and budget cuts required modifications in the program this year but it is hoped that the program can be continued at least on its present level.

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E. Non-Teacher Placement

To serve the growing number of graduates who seek non-teaching positions, the office has begun a systematic program of job solicitation among industrial and commercial firms which employ college graduates. Eight firms responded to the invitation this year, chiefly from the insurance and retailing fields such as Sterns, Travelers, All-State; the New Jersey and Federal Civil Service, Boy Scouts of America were also represented. Because the number of graduating seniors seeking such positions is still relatively small (fewer than 75 are registered with the Office), many firms have been hesitant to commit staff time for interviewing. Further, depressed economic conditions have affected company recruiting procedures and reports indicate that nationwide college recruitment has been cut by more than one third. Job openings which come unsolicited to the office are made known to our registrants through periodic bulletins.

F. Career Planning

With the move to larger quarters, space is now available for the first time since the office was established to display occupational information materials. It is planned to establish a browsing corner which can become an important feature of the career planning function of the office. More intensive career counseling must await the employment of one or more advisers whose primary responsibility will be to work with students on non-teacher placement. Expected to be implemented in the immediate future, also, is the planned series of career conferences in cooperation with SGA which had been planned but which have now been rescheduled.

G. Reciprocal Job Placement

Through affiliation with the Association of School, College and University Staffing the College is able to offer placement services in more than 400 widely scattered geographic areas throughout the country. Approximately 30 alumni took advantage of this opportunity; a like number of out of state residents were offered this service in New Jersey by our office. Although numbers were small, this arrangement provides a very needed service which has enabled our alumni to locate positions in such states as Colorado, California, Vermont, Maryland, Washington, Arizona.

IV. General:

In the late fall the office was moved to a new location with much enlarged quarters which will enable the office to carry out some of the activities which have long been planned and which, it is confidently expected, will contribute to the improved efficiency of the total operation.

V. Professional Activities of the Staff:

Both the Director and Assistant Director continue to be active in professional organizations. The Assistant Director serves as Membership Chairman of the New Jersey Association of Teacher Educators and has succeeded in enlarging its membership to an all time high through imaginative and persistent

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efforts. The Director serves as the New Jersey delegate to the delegate assembly of the national association. In placement matters he is the Chairman of the Research Committee of the Mid-Atlantic Association of School, College and University Staffing and is on the executive committee of that Association.

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UPWARD BOUND PROJECT

I. GENERAL SUMMARY:

The Upward Bound Project will complete a fifth year of operation on June 30, 1971 on the Montclair State College campus. The primary objective of preparing high risk, disadvantaged students for post secondary and higher education has been achieved. Upward Bound graduates are currently enrolled in 12 Colleges and Universities. Montclair State College has matriculated 42 students since the inception of the Project. Two former Upward Bound students will graduate from Montclair in the Class of 1971. Eight others will graduate from other institutions.

The current program is funded by the United States Office for Education for \$104,000. Sixty students were enrolled in the summer phase of the Project and fifty-two students from Jersey City high Schools are involved in the academic follow-up phase.

The summer phase was conducted in conjunction with the M.S.C. Urban Institute, Urban Education Corps. Students were exposed to a variety of academic areas as well as an extensive cultural arts program.

The fall academic program was conducted on the Montclair State College campus. Preparation for PSAT, SAT and CEEB tests was the primary program. The development of study skills, reading comprehension and speed received secondary emphasis. Montclair State College faculty and students conducted the program.

The winter and spring academic program has been conducted at St. Peter's College in Jersey City. A group of ten St. Peter's College students on Work-Study Programs tutored in areas of student weakness. On March 1, the program was shifted to the library of St. Peter's College for a research paper project. Tutors from St. Peter's College are assisting in this program as well.

Two Committees have functioned in an advisory capacity during the year. An Academic Advisory Committee composed of College faculty, high school guidance counselors, school administrators and college students meet on a monthly basis at St. Peter's College. A Parent's Advisory Committee has been formed and have met monthly at the Metropolitan A.M.E. Church in Jersey City.

II. Future Perspectives:

Future plans include the following tentative arrangements:

1. The utilization of Urban Education Corps personnel in staffing resident halls this summer.
2. The inclusion of ten Montclair High School students in the Project, beginning this summer.
3. The inclusion of twelve non-English speaking high school students in the Project.

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4. Dartmouth College has established a Resident Tutoring Center in Jersey City and has invited the Upward Bound Project to enter into a cooperative agreement during the 1971-1972 Academic Follow-Up program. Discussions about the proposal are currently underway.
5. Summer program plans are currently underway.

STUDENT PERSONNEL DIVISION

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Introduction

The year 1970 spanned a period of time that saw the Student Personnel Division responding to many of the needs of the college community. In a period of extensive change that included the implementation of a major college reorganization, continued student activism both politically and socially, and increased demands caused by an increased enrollment, the Division served in many capacities such as: maintaining the effectiveness of the existing programs and services; initiating new programs and services as the welfare of the college community deemed necessary; providing an objective and reasonable source of information and advice for members of the college community; channelling dissent into positive proposals; and interpreting to all segments of the college community the necessity for, and the rationale behind, innovations in policies and procedures.

The above cited services to the college were provided mainly through the following functionally defined areas:

Counseling: Dr. Constance Waller, Dr. Marie Frazee, Mr. Peter Donovan, Mrs. Loretta Miller, Mr. Carlos Ortiz

Financial Aids: Mr. Ulrich Neuner, Mr. Randall Richards

Housing: Dean Raymond Stover, Mrs. Lois Redd, Mrs. Doris Taubald, Mr. Richard Theryoung

Health Center: Dr. Lillian Rosenberg, Dr. Bernard Reilly, Miss Charlotte Pritchard, Miss Brown, Mrs. Margaret Bykowsky, Mrs. Mary Moran

Psychological Services: Dr. Leonard Buchner, Staff on Part-Time basis

Student Activities: Mr. Thomas Stepnowski

Administrative Support Staff for Division: Dean James Harris, Mr. Edward Martin

Significant needs met by these areas did much to ensure high student morale, and to support the college's administrative and academic areas by providing the necessary ideas and information upon which numerous operations and decisions depended.

DEAN OF STUDENTS

The Dean of Students fulfilled a number of significant roles during the reporting year. As administrator he oversaw the operation of the Student Personnel functions and encouraged innovation and progress in numerous areas under his supervision. Serving as advisor to Student Government he interpreted to these student leaders college policy changes so as to obtain student support for the college's reorganization plans. With his support staff he gave considerable attention to the problems of race relations, drugs, activism, and discipline. He was instrumental in the successful resolution of problems caused by these areas of concern. Finally as the equivalent of an ombudsman he helped in the resolution of myriad student related problems that came to his attention.

Utilizing his support staff, a cabinet of unit heads, and a comprehensive committee system he influenced the direction of the Division's activities as well as kept abreast of the campus atmosphere and developing needs.

ACADEMIC COUNSELING

The major contributions of the Academic Counseling continued to reinforce the new direction in which the college is moving and the academic reorganization attendant with it. All uncommitted students are advised by the academic counsellors. Transfer students, too, have their credentials evaluated to ascertain their status and the requirements needed to graduate. As a group the staff professionally assisted all low achievers and students with special problems such as veterans, older women, and numerous EOF students.

This year Division personnel with assistance from other units of the college were instrumental in introducing a credit bearing Freshman Seminar. Originally conceived as a vehicle for assisting EOF students, it has proven to be of interest and value to uncommitted students as well.

Mr. Carlos Ortiz, fluent in Spanish as well as English, has also provided innovation to the Department. He assisted Spanish speaking students, a new cultural group on campus, to become successfully integrated into the institution.

Finally, the Dean of each School has been assigned a counselor from the personnel division for the purpose of providing articulation between the Academic Divisions and the general counseling program. It is believed that this step will increasingly provide assistance to the Deans in identifying areas needing attention as well as providing an advisor who is well versed in the curricular patterns at the college.

FINANCIAL AIDS

Guided by the philosophy that the "whole person" attends college the Financial Aids officers realize that success in intellectual pursuits can be adversely affected by lack of motivation, problems of personal adjustment and economic difficulties. Therefore, the role of the officers is not only to provide financial assistance but also to aid students in realizing their potential.

Through financial aids booklets, campus publications, letters to parents, and other methods of communication information and advice are conveyed to students who might be in need of financial assistance.

The following data illustrates the scope of the Financial Aids program. The dollar value of these assistance programs cannot convey the hundreds of lives which were positively affected in any way.

STUDENT FINANCIAL AID

STATISTICS AND RESPONSIBILITIES

1. During the school year starting July 1, 1969 and ending June 30, 1970, the following applications for Federal and State aid were submitted:

- A. Federal National Defense Student Loan Program
- B. Federal Cuban Refugee Loan Program
- C. Federal Work/Study Program (EOA)
- D. Federal Educational Opportunity Grant Program
- E. Law Enforcement Education Program
- F. New Jersey State Educational Opportunity Fund (EOF) Grant Program

AID GRANTED UNDER THE ABOVE PROGRAMS (including State share where appropriate)

- A. Federal National Defense Student Loan Program

Number of loans granted	500
Total amount of loans granted	\$169,487
Allocation for 1970-71	\$176,900

- B. Cuban Loan Program

Number of loans granted	12
Total amount of loans granted	\$11,600
Allocation for 1970-71	\$10,000

- C. Federal Work/Study Program

Number of students employed	235
Total payments to students	\$75,525
Allocation for 1970-71.	\$90,381

D. Federal Educational Opportunity Grant Program

Number of grants awarded	262
Total amount of grants awarded	\$81,750
Allocation for 1970-71	\$83,900

E. Law Enforcement Education Program

Number of students participating	15
Amount of aid awarded (loans and grants)	\$8,680 (\$10,800 avail
Allocation for 1970-71.	\$10,800

F. New Jersey State Educational Opportunity Fund Program

Approved for 1969-70

Number of EOF students approved	247
State's approval of funds (student stipends)	\$203,600
Allocation for 1970-71 (student stipends).	\$366,000

II. Student Assistance (Work-Scholarship) Program

Number of applications approved	533
Total amount expended.	\$118,000
Allocation for 1970-71	\$125,000

III. Listings were approved for these other sources of assistance:

A. Guaranteed Bank Loans

Applications reviewed and checked.	525
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B. New Jersey State Scholarship (1970-71)

Number of scholarships	838
Value of scholarships.	\$419,000

C. Outside scholarships on file with Business Office

Number of individual scholarships.	378
Total value of scholarships.	\$103,293

In addition to administering the above programs, the Financial Aids staff was responsible for coordinating the preparation of the Student Personnel Budget request, serving as liaison with the Business Office, advising recipients of Veterans and War Orphan benefits, and coordinating all part-time employment advertisement and placement on campus. Furthermore, the Financial Aids staff worked closely with the E.O.F. programs; prepared federal and state financial reports and advised the Student Government and other major student organizations on budget and financial matters.

The excellent administration of financial aids funds and student administered moneys is largely attributed to the expertise of the Financial Aids staff.

HEALTH CENTER

The goal of the College Health Center is to have the student safeguard his own health. Recognition of this need by students to do so is one of the most rewarding manifestations of individual growth to professional health personnel.

Montclair's Health Center uses and teaches the best preventive practices and strives to ensure a campus that is a model hygienic environment. By encouraging "safety first" as a watch word and making periodic safety checks the Center tries to eliminate accident causing obstacles and practices.

Services rendered by the Center were numerous and diverse. The following statistics depicts partially the unit's scope of activity.

Over 15,586 first aid treatments and 7,222 cases of infirmity care occurred during the reporting period. With 24 hours a day coverage, including weekends, plus twenty hours a week of office hours by the physicians, the Center met the needs of the college for health care, first aid, and consultation.

While offering treatment and advising students, the staff also responded frequently to health crises on campus. It is our belief that the prompt response of Center personnel has, in fact, saved numerous student lives, by promptly identifying major emergencies and swiftly getting patients to hospitals or a physician.

It is hoped that in the future the physical facilities will be improved and that a vehicle can be obtained for use by the staff so that the service offered by the Center can be improved.

HOUSING

The Housing Department continued to provide excellent service to on-campus residents as well as to expand the number of placements in off-campus homes. This was accomplished despite the enormous task faced in preparing for the opening of six hundred bed Bohn Hall.

Philosophically committed to the belief that their role is not to merely provide rooms, the Department offered a wide range of educational, cultural, recreational, and social activities which were designed to enhance the growth of the resident students, both on and off campus. Included in these activities were a four-part Drug Abuse Seminar, receptions, staff orientation and training sessions, counseling, and many programs in the individual residence halls.

To encourage student participation in self-governance, an Inter-Residence Hall Federation was initiated which will coordinate activities and policies in all residence halls. Further attention to student needs resulted in expanded visitation policies and women's hours, a change in the alcohol policy, and the development of plans for a limited experiment of co-educational residence halls for the coming year. Each of the preceding developments was accomplished using maximum student involvement.

The Housing staff also contributed to the college community as a whole through participation on numerous committees such as the Black-Brown-White, Security, Fair Housing, Drug Statement, and the E.O.F. Housing Committees.

Plans were finalized for the construction of modular apartment houses in the near future to meet the housing needs of an expanding student body and faculty.

STUDENT ACTIVITIES

Starting in September with New Student Orientation a program administered jointly with the Residence Hall staff, the Activities Program began functioning two days prior to the start of class. Continuing on there were major events like Homecoming, concerts, special weekends, lectures, film series, Christmas Ball, and Spring Carnival. These events, as well as all of the general meetings held on campus, necessitated the operation of the scheduling functions by the Activities office. Through this office, room assignments, food service, maintenance, security, and special needs were met. This served the college community as a whole since all activities scheduled of a non-academic nature was coordinated by this office.

All of the above were accomplished while the Activities Office was planning for the opening of the new Student Union Building scheduled for completion within nine months. Charged with planning the administrative and programming aspects of this structure, the Director met frequently with students and administrators to accomplish this mammoth task.

While the Activities program was highly successful, it must be pointed out

that only one person was assigned to this critical area, and there is a need for a great increase in the allocation of staff for this function if success is to continue. Without support, catastrophic situations will arise. This must not be permitted, particularly since the new Student Union is financed through the Education Facilities Authority.

PSYCHOLOGICAL SERVICES

Because of the confidential nature of their role, the Psychological Counselors performed a service for which little public recognition accrued. Despite this limitation, Psychological Services has a campus-wide reputation for effective service. It has done much to assist students who sought counseling and to improve mental health in college as a whole. The counselors also functioned as consultants to Housing, Academic Counseling, Urban Education, E.O.F. and other college units.

Within their role the counselors handled such problems as identity crisis, neurotic reactions, acute family problems, sexual adjustment, academic conflicts, and physical problems.

Not only did the counselors utilize individual therapy but group sessions also were used with considerable success. Parents were contacted on occasions where their involvement was considered desirable.

The continued success of this program will depend on the appointment of additional staff and the acquisition of more adequate space and facilities.

FOREIGN STUDENT ADVISEMENT AND DOMESTIC EXCHANGE PROGRAM

This area was removed from, and then returned to, the Student Personnel Division. A report on the topic is contained in the Vice President for Academic Affairs' unit's report.

SUPPORT STAFF FOR DEAN OF STUDENTS

Two members of the Division as well as the Director of Housing assist the Dean of Students in successfully meeting the emergency needs of students and the college.

In the area of Black-Brown-White relations, one assistant Dean organized a major conference attended by representatives of all segments of the campus community, and has been instrumental in developing improved inter-racial attitudes among members of the college.

The support staff has also been involved in numerous disciplinary situations all of which seem to have been successfully concluded to date.

Another member of the staff functions mostly in the role of organizer and representative of the Dean in his absence on matters of policy interpretation. In this role he has had significant exposure to the Division's preparation for the Hay Evaluation, writing of a Student Leave of Absence policy, was one of the editors of the College Drug Statement, and also compiled procedures and guidelines for handling unrest problems. He also handled withdrawals and readmits, coordinated New Student Orientation, and is charged with the overall responsibility for graduation activities.

The Director of Housing, as Assistant Dean, contributed to enlarging the range of the Dean's activities through his ability to move quickly into the role of the Dean whenever necessary. This facility to do so, in effect, ensured adequate Student Personnel coverage of the campus almost around the clock.

AREAS OF SPECIAL CONCERN

The Division will continue to focus on campus issues that significantly affect the college's ability to meet its goals. In addition to maintaining our present level of service, we will need to:

1. Provide attention to a greatly enlarged on-campus population.
2. Supervise the use of the new College Union. ⁷
3. Give attention to students and non-students who will be utilizing college functions and services in the evenings and on weekends.
4. Continue to serve as a mediator between students and faculty when conflicts over prerogatives arise.
5. Provide service to increased numbers of transfer and uncommitted students.
6. Provide support service to the school Deans.
7. Assist students in meeting their educational costs through loans, grants, and scholarships and part-time employment on and off campus.
8. Assist students through innovative assignment of financial aid due to the decreasing allocation of federal and state funds coupled with rising costs.

D R A F T
A N N U A L R E P O R T

to the

Board of Trustees
May 1971

DIVISION OF BUSINESS AND FINANCE
Vice President - Vincent B. Calabrese

- I. The Division of Business and Finance is a service organization devoted to the improvement of the educational program at Montclair State College by providing essential support services in fiscal and business matters.

The Division is organized as follows:

- A. Administrative Services
 - B. Auxiliary Services
 - C. Budget Services
 - D. Business Services
 - E. Facilities Planning
 - F. Federal Grants
 - G. Maintenance Services
 - H. Personnel Services
- A. ADMINISTRATIVE SERVICES consist of duplicating, printing, mail, secretarial, and communication services. Major improvements in 1970 included the installation of a Centrex telephone system, enlargement of the mail room, and the physical consolidation of the offset printing and duplicating functions.

Goals for the present year include an expansion of our inhouse printing capability, study of the feasibility of a postal sub-station, tailoring the mail distribution system to provide more

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and
comprehensive service / the installation of the State Controlled Automatic Network for communications convenience and efficiency. New equipment and personnel are needed in many areas to keep pace with the expansion and growth at Montclair State College.

B. AUXILIARY SERVICES consist of residence halls, faculty student cooperative and food service contract and auxiliary.

1. Residence Halls will become financially self-sustaining July 1, 1971. The room rent will need to be increased to present a balanced budget. Linen service for residents will be discontinued as an economy measure. Residents will have an option of four meal plans in an effort to provide service in line with student needs. A new residence hall for 603 women students will open in September 1971. There is an increased need for apartment type housing. A program for preconstructed modular apartment buildings is being pursued through the Educational Facility Authority for occupancy in September 1973.

2. The Faculty Student Cooperative Association is a non-profit corporation organized in 1955 under Title 15 of the Revised Statutes of New Jersey.

Purpose: To purchase and distribute student equipment and supplies, make loans and scholarships available to students, purchase books and equipment for resale, supervise the disbursement of funds collected under its direction, operate services for the benefit of students, provide for periodic audits of accounts entrusted to it and initiate and carry out programs and activities to accomplish the above purposes.

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Functions: The Corporation handles over 200 accounts composed of Class II organizations and Exchange accounts. Included in the services provided are the operation of the College Supply Store, Student Check Cashing Service, and Candy and Newspaper counter. The Corporation is currently in the process of acquiring a Money Order Service for the benefit of the college community. Students are among the personnel employed to operate the services provided by the Corporation.

The Student Check Cashing Service cashed 27,011 checks for students, faculty, and staff during the past year.

A total of 5,625 receipts were issued by the Corporation office and 7,738 checks written against the various accounts. The Corporation works in cooperation with the Business Office of the college in handling exchange transactions.

Statement of Income: The net income for the year 1970 was \$24,047.51. The net worth of the Corporation for the year ended 1970 was \$270,098.40. Contributions totaling over \$7,800.00 were made to the Willing Memorial Track, Band Uniforms, Fall Festival, and Experiment in International Living. The Corporation committed \$100,000 to the Educational Facilities Authority for the Student Union Building now under construction.

- C. BUDGET SERVICES - The 1970 budget request of the college for fiscal year 1971 - 1972 was presented for the first time in the program planning budgeting format. A Budget Analyst was added to the staff in September, 1970, to further develop the system. All organizational components

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of the college will be fully into this system in the 1972 fiscal year.

- D. BUSINESS SERVICES consist of purchasing, accounts receivable, accounts payable, accounting, and loan programs. Computerization of purchasing, payables, and receivables, as well as the student-loan program has had a modest beginning. A sophisticated accounting system will be initiated in the next fiscal year to provide more modern services.

In addition to the specific areas mentioned above; Business Services, under its Director, serves as the management and control mechanism of the Division of Business Services.

- E. FACILITIES PLANNING AND INSTITUTIONAL DEVELOPMENT includes physical plant planning, security, new construction, and major renovation of facilities. Approximately 18 million dollars in approved capital construction projects are currently either in planning or construction.

1. The administrative functions assigned this office are as follows:
 - a. Performs studies to determine facility needs both in terms of size and type.
 - b. Translates faculty requests into balanced requests for architectural action.
 - c. Expedites and monitors the progress of facility plans and specifications which are prepared by private architects under contract to the Division of Building and Construction (DBC).
 - d. Maintains surveillance of Montclair Master Plan preparation.

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- e. Monitors progress of field construction performed by DBC.
 - f. Audits the utilization of existing campus space.
2. Project summaries.

a. Facilities Construction

1. Master Plan - Phase I, Basic Data, was compiled during 1969. Phase II, Alternate Designs, was presented to the Board of Trustees on January 17, 1970. Phase III was approved January, 1971. Final publication is scheduled early in May, 1972.
2. Harold C. Bohn Dormitory (127,00 sq. ft.) - \$5,000,000. Construction started in March of 1969. Foundation difficulties were encountered which have resulted in approximately one million dollars in extras. At college^{insistance} litigation has been instituted against the original surveyor. Occupancy should be possible August 1, 1971. A Federal debt service annual subsidy in the amount of \$114,800 has been issued by HUD. An additional subsidy grant is possible due to the increase in cost experiences.
3. Student Union (97,000 sq. ft.) - \$4,800,000. Construction is 30% complete. Occupancy is planned for Spring term, 1972. A Federal debt service annual subsidy in the amount of \$113,800 has been approved by HUD.
4. Mathematics-Science Building (79,000 sq. ft.) - \$4,393,000. Contracts were awarded on March 5, 1971. Occupancy is planned for September, 1972. A Federal construction

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grant of \$393,653 has been approved by HEW.

5. Railroad Overpass - \$600,000. Bridge has been in use since November, 1970.
6. Utilities Expansion, Phase I, \$500,000. Construction completed.
7. Utilities Expansion, Phase II, \$500,000. Design is 75% complete. Additional funds in amount of \$200,000 will be diverted from savings in Math/Science Building. This phase will include:
 - (1) Electric LPL substation northwest of Partridge Hall.
 - (2) 85,000 pound/hour boiler.
 - (3) Electric and storm water distribution lines.
8. Information and Resource Center (16,000 sq. ft.) - \$1,030,000. Design completed. Advertisement for bids are scheduled for May, 1971. Occupancy of addition in June 1972 is anticipated.
9. Campus Mall Improvements - \$200,000. This project had been delayed pending Master Plan study completion. Design is now proceeding under the firm of Andres, Micelli and Weed. Completion is scheduled for the Fall of 1971.
10. Partridge Hall - \$1,200,000. The building was occupied on April 1, 1970. Punch list corrections still remain.
11. Miscellaneous \$200,000. Various major maintenance and improvement projects, including additional

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airconditioning, wider sidewalks, redecorating, roof repairs, etc. were instituted, expedited and/or completed.

- b. Future Improvements: Substantial improvements in facility construction can be accomplished, if present procedures are modified. The Department of Higher Education and the Division of Building and Construction are discussing procedures whereby the current \$2,500 limitation on informal bids being taken at the College level will be raised to \$10,000.

c. Facility Utilization

Educational Facility Information System (CRS). This computer-oriented, space utilization system, instituted by the Department of Higher Education, developed serious computer difficulties in 1969. These problems were substantially corrected in 1970 by the consultant. Initial reports indicate the following:

1. Room utilization (hours per week) of general-purpose classrooms exceed standards.
2. Room utilization of laboratories also exceeds standards, but not as much as general-purpose classrooms.
3. Seat utilization of classrooms and laboratories does not meet standards, since the average class size is smaller in many cases than the usual room available. Large rooms will be converted and folding partitions utilized to enable the college to meet standards.

d. Security

The College Community has experienced the same type of changes

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in behavior that have occurred in the society at large. Because of the openness and ease of access, the College Campus is vulnerable to property loss and disruption.

In recognition of this increasing trend, the following actions have been taken:

1. An Assistant Chief of Campus Security has been appointed. The individual selected is a graduate of the State Police Academy at Sea Girt, has several years of security experience and has completed a portion of his Bachelor's Degree requirements.
2. A Student Security Force has been organized under the direction of a Chief of Student Security Officers. The Chief is a senior who is a 25-year old Special Police Officer.
3. Additional security lighting has been installed in the new quarry parking lots. In order to avoid the use of capital construction funds, these lights were installed under a Public Service arrangement where a monthly charge is levied on the electric use charge.
4. Personnel policies have been revised to include a Dun & Bradstreet personal verification for all new employees. In addition, recruitment policies will henceforth emphasize younger applicants.
5. Security equipment has been substantially increased to provide a more effective use of manpower. This equipment includes the purchase of six two-way radios and a

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new four-wheel drive emergency station wagon.

6. Standard procedures have been issued for the guidance of our Security Officers for use in certain specialized conditions. In addition, a comprehensive security manual is being compiled for the use of existing officers and in training new recruits.
7. A formal classroom training program involving periodic instruction on a seminar basis is being developed in such areas as accident investigation, traffic control, emergency first aid and other fundamental areas.
8. One Security Officer is currently being certified as a special police officer under the recently enacted New Jersey Bill 746 which will empower our man to issue traffic violation tickets which are enforceable in the municipal courts. This status will also allow the power of arrest, if required.
9. The new budget for fiscal year 1972 contain the following new positions:
 - (1) One Senior Clerk Stenographer.
 - (2) An additional Assistant Chief of Campus Security.
 - (3) Two Senior Security Officers.

Future areas of improvement in Security will include an increased emphasis on the recruitment and training of personnel. Concomitant with this will be the need for more professional salary scales.

The Security Department works closely with the Office of

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Student Personnel in areas of mutual interest.

- F. FEDERAL GRANTS - This office is responsible for administrative and business functions of Federal and State Grant Programs.

During fiscal year 1970, administered financial and related activities applicable to grants awarded by Federal and State agencies are as follows:

<u>Type of Grant</u>	<u>Granted 1970</u>	<u>Amount of Award</u>
Federal	13	\$711,506
State	5	112,817
Federal/State	3	<u>402,985</u>
TOTAL		\$1,227,308

The number of grant awards and appropriations could rise sharply during fiscal year 1971 as a result of increased grant requests processed through this office during fiscal year 1970.

- G. MAINTENANCE SERVICES: The development of a separate Maintenance Department has been very successful. A great deal has been accomplished as a result. Since the Facilities and Planning Section handles all problems with new construction plus much of the work processed through the Department of Buildings and Construction, the Maintenance Department has been able to concentrate specifically on maintenance projects. Unfortunately, we have yet to pass the stage of going from one emergency to another and put a planned preventative maintenance program into effect. A strong effort is planned to develop such a program dependent, of course, on fund availability.

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H. PERSONNEL SERVICES is responsible for the preparation of all payrolls, maintenance of personnel records for faculty and staff, and the administration of and compliance with Civil Service Regulations. In addition, the Personnel Office provides services for the recruitment, testing, and assignment of employees; utilization of disciplinary action when appropriate; and the monitoring of a grievance program. Assistance is also given to employees in matters concerning health benefits, pension, and retirement programs.

The main accomplishment in the personnel function this fiscal year was the consolidation of all faculty and staff personnel records and all personnel actions for faculty as well as staff. The goal for the coming year is a proposal for a mechanized management information system to furnish personnel and payroll data for management purposes.

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